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PROGRAM AVAILABILITY
AND STUDENT NEEDS IN PART-TIME STUDIES
AT ONTARIO UNIVERSITIES


Prepared by:
The Levy-Coughlin Partnership Inc.
March, 1981

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This study was completed by
The Levy-Coughlin Partnership, Inc.
Social Research and Management
Consultation



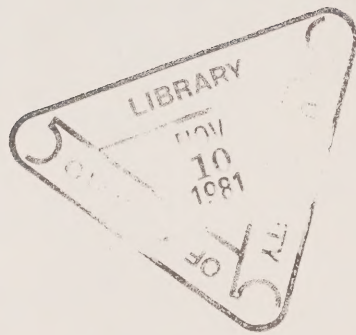


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EXECUTIVE SUMMARY

The Ministry of Colleges and Universities has, as a general goal, the enhancement of accessibility to universities by qualified applicants and the provision of equal university services to individuals studying on a part-time basis. Ministry policy and funding incentives have encouraged universities to treat part-time students in the same manner as full-time students with regard to services.

Nonetheless, principles of autonomy ensure that university boards and senates have full freedom and responsibility for program availability and academic regulations. However, the Ministry felt that there is insufficient system-wide knowledge of the extent to which university programs are available on a part-time basis. Further, the degree to which institutional policies or professional certification bodies affect any gaps was unknown.

In addition, the Canadian Organization of Part-Time University Students (Ontario), known as COPUS, has expressed concern about barriers to university degree programs for part-time students.

The initial focus of the study was "the desire of the Ministry to determine, on a system-wide basis, which programs are available, where there are gaps, so that in areas where no clear academic or professional reason exists for restrictions on part-time study, accessi-

bility might, by mutual agreement of institutions and students, be enhanced".¹

Subsequently, in July, 1980, the Levy-Coughlin Partnership was contracted

- "1. To prepare a total program inventory of those programs in each Ontario University and Ryerson Polytechnical Institute that are available to part-time students, and those that are not;
2. To survey students currently enrolled on a part-time basis in degree programs at all Ontario universities and Ryerson Polytechnical Institute in order to indicate perceived barriers to part-time study;
3. To identify and enumerate institutional barriers to part-time study, and to compare these with the perceived barriers;
4. To survey or interview officials of universities and Ryerson Polytechnical Institute and professional certifying bodies in order to identify policies and reasons for lack of program availability for part-time study; and
5. To report the results of these studies to the Minister."²

The study was launched at a time when part-time study plays a significant role in all universities and it is acknowledged that significant steps have been taken towards integration and equal treatment. However,

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part-time enrolments have been fluctuating considerably over the last few years; it is not readily apparent what future direction and role part-time education will take in universities. While this study initially focused on part-time degree credit education, the course of discussions and responses frequently expanded to include the full-time context and the larger role of continuing adult education.

The importance of systemic re-examinations, the possibility of changing demands upon the universities and the lack of clarity on future directions all had a significant impact on the character, process and foci of the study.

The study began with a Design Phase which included input from a Steering Committee of Ministry and COPUS representatives and from an advisory committee of university representatives. These representatives provided invaluable assistance in finalizing the study methodology. Input from the universities in the form of policy and opinion discussion was considerably increased.

The components of the study methodology included:

- an inventory of program availability at each institution, utilizing Ministry data and university calendars
- a review of universities' and faculties' policies and practice at each university through a questionnaire and a series of follow-up personal interviews; university liaison persons facilitated this review

- interviews with part-time student associations
- interviews with a representative sample of professional associations
- a survey of 4,000 Ontario part-time students based on a systematic random sample, proportionate to each institution

All of the methodological components were successfully implemented. Extensive interviews were carried out with relevant association and university spokespeople across the province. Policy information was collected. An inventory of program availability was constructed. The survey of part-time students received an enthusiastic 72% response rate and collected important information on student needs and opinions. Barriers and problems in part-time education were enumerated and analyzed. This information and analysis is extensively presented in Sections 5 through 9 of the Report.

From the analyses, a series of conclusions are presented as a summary of key points; some are more qualified or limited. In addition, where appropriate, we have drawn attention to conclusions which suggest possible directions for review, discussion or study. These suggestions address themselves to needs of students, university practice and the articulation or development of Ministry policy. All of the various research components contribute to these individual conclusions.

INVENTORY OF PROGRAM AVAILABILITY

Subsequent analysis and discussion indicated that it

would be possible to construct a limited inventory of program availability at this time. This inventory indicates those programs which are accessible to part-time students. The ability to progress to degree completion is not specifically indicated, given the impact of such variables as scheduling, availability of pre-requisites, variations in course availability from year to year etc. General statements on degree completion in various program areas are provided; further, specific information needs are noted.

NEEDS OF PART-TIME STUDENTS

The typical part-time student is an employed family person, already well educated with a persistent commitment to education. Job or career-oriented education is very important to him/her, and completion of a degree or diploma is a high priority.

Students are generally satisfied with their education experience. The major areas of dissatisfaction are found in the range and scheduling of courses, as expected. Other concerns are with education costs, contact time with professors and availability of counselling and other services, such as child-care.

Student representatives also expressed the view that financial assistance to part-time students was a crucial need. Specific concerns expressed were:

- (1) provisions in the Ontario Student Aid Plan

- were felt to discriminate against part-time students,
- (ii) disallowance of certain tax deductions for part-time students also discriminated against part-time status,
 - (iii) if possible, universities should make bursaries, scholarships and graduate assistantships available to part-time students.

Part-time students were also found to be an ambitious group; almost half had aspirations to professional (10%) and graduate school education (35%) (see Table 4). Of these two, graduate education was expressed as the priority need. These findings bear out the interest expressed by COPUS in graduate and professional schools, although we cannot, from this survey, make an estimate of demand in any way. A small minority (10%) expressed interest in part-time professional education - this should be an area of further investigation, yet there are more immediate needs which should be satisfied or addressed.

A priority which emerges from the students and key informants is the necessity of making specialized counselling more available to part-timers. Where initiated, this has proven successful; however, significant constraints were cited, related to the funding situation. These constraints also impinge on developing or experimenting with other services such as child-care.

BARRIERS TO PART-TIME EDUCATION

The most significant barrier experienced by students is the simple fact of the time available for education due to their occupational and personal commitments. Secondly, and related, part-timers also feel that the scheduling of an insufficient range of courses in the evening is a major barrier. Moreover, the concern is expressed that the tenuous nature of longer-term program planning makes it difficult for the students to rationally plan their programs to achieve their ultimate educational objectives.

Significant, but less concern is directed to issues of program availability including graduate and professional school regulations.

A number of institutions have recognized these problems and begun longer term planning for the part-time student. The major institution barriers thus seen to impact this longer term planning are:

- (i) The perceived role of the university and the place of part-time study in this role.
- (ii) The formal and informal commitment of the university, faculties and academic units to part-time education; the level of commitments expressed in the availability of faculty; the range of courses, and the number of innovative courses for part-time students.

- (iii) Although the universities are autonomous from the Ministry and from each other, concern was expressed that Ministry policy for part-time education was too general and required more specific guidelines and encouragement - especially with respect to innovative offerings to part-time study ("distance" education, off-campus centers, new education technologies such as TELIDON). The organization of more formalized inter-university cooperation in these areas would be a fruitful topic of discussion in the appropriate bodies which now exist.
- (iv) Furthermore, there was a clear institutional need expressed for the Ministry to reconsider the funding mechanisms related to part-time education. Subjects of discussions might include weighted B.I.U.'s, seed or development monies, etc. Given the economics of the eighties and the tightening of government budgets, a number of institutions feared negative impacts and further barriers to part-time study. The fear is that, given the fiscal barriers, many institutions will redirect their resources to protect the "core" of full time education - especially considering the fact that part-time students are more expensive to service.
- (v) In addition, budget restraints were "squeezing" various departments, in that

faculty were frequently on overload teaching in the evening and summer. In some cases (sciences, engineering and business) full time demand was taxing enough and part-time demand had not been demonstrated.

- (vi) The difficulty of gauging demand in part-time education makes planning also difficult. As a key example, the study found clear 'interest' in professional education, particularly law, social work and library science, but any initiative would entail extensive planning and discussion with the faculties and professional associations involved, more specific demand assessment and consideration of the economic context of these professions.

RESEARCH AND INFORMATION NEEDS

In addition, there are several evident directions and needs for further study in the area of part-time education. The responsibility for such research does not necessarily lie with any one body. Work in these areas would assist university and Ministry planners as well as address information requirements of part-time students themselves.

Areas include:

- (i) the development of university-specific program inventories which could address

the detailed issues which impact on program availability - scheduling, sequencing of prerequisites, range of options, etc.; this would inter-relate with the development of longer-term planning (eg., 2 year calendars) and specialized counselling.

- (ii) further, in-depth interpretation of the data collected in this survey on the basis of more specific information needs or variables.
- (iii) further, in-depth study of part-time students would address the drop-out or non-returning student and investigate targeted populations amongst non-students or potential students; an eventual product could be the development of marketing research models which can clarify the relation between demand and planning in part-time study.
- (iv) a clear need to investigate the efficacy of various modes of educational delivery including the various and developing methods of 'distance learning', new technologies, innovations in course format, etc.
- (v) a need to investigate the needs and concerns of full-time and part-time professors and teachers whose attitudes and practice are a crucial component of part-time education and who would be significantly affected by

any changes in policy or practice; the scope of this study did not include input from this interested party.

Overall, the study found a clear relation between perceived and institutional barriers. We have drawn attention to the major concerns and the key areas for review and discussion.

1. INTRODUCTION

The Ministry of Colleges and Universities has, as a general goal, the enhancement of accessibility to universities by qualified applicants and the provision of equal university services to individuals studying on a part-time basis. Ministry policy and funding incentives have encouraged universities to treat part-time students in the same manner as full-time students with regard to services.

Nonetheless, principles of autonomy ensure that university boards and senates have full freedom and responsibility for program availability and academic regulations. However, the Ministry felt that there was insufficient system-wide knowledge of the extent to which university programs are available on a part-time basis. Further, the degree to which institutional policies or professional certification bodies affect any gaps was unknown.

In addition, the Canadian Organization of Part-Time University Students (Ontario), known as COPUS, expressed concern about barriers to university degree programs for part-time students. COPUS felt that increased knowledge of gaps and policies would assist it to achieve its constitutional objectives:

1. To achieve equality of opportunity for all university students
2. To promote access to any and all degrees by part-time study, especially graduate, professional and honours degrees.

The initial focus of the study was "the desire of the Ministry to determine, on a system-wide basis, which programs are available, where there are gaps, so that in areas where no clear academic or professional reason exists for restrictions on part-time study, accessibility might, by mutual agreement of institutions and students, be enhanced".¹

Subsequently, in July, 1980, the Levy-Coughlin Partnership was contracted:

1. To prepare a total program inventory of those programs in each Ontario University and Ryerson Polytechnical Institute that are available to part-time students, and those that are not;
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The study was launched at a time when part-time study plays a significant role in all universities and it is acknowledged that significant steps have been taken towards integration and equal

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treatment. However, part-time enrollments have been fluctuating considerably over the last few years; it is not readily apparent what future direction and role part-time education will take in universities. Indeed, the university system in Ontario encompasses various conceptual understandings. It is apparent that the universities inter-act with, and, to a degree, are buffeted by a socio-economic context which produces unexpected changes and demands on the universities. These changes and demands cause and reflect differing perceptions on the part of the various interested parties in the university 'community' - administration, the various schools and faculties, professors, full and part-time students, staff and potential students. The scope and ambition of this study could not possibly include this systemic comprehensiveness. However, it is evident that part-time education situates itself, and finds its place, within these larger impacts and at a moment when universities and society are re-examining university education from conceptual and practical perspectives. While this study initially focused on part-time degree credit education, the course of discussions and responses frequently expanded to include the full-time context and the larger role of continuing adult education.

The importance of these systemic re-examinations, the possibility of changing demands upon the universities and the lack of clarity on future directions all had a significant impact on the character, process and foci of the study.

2. RESEARCH DESIGN PHASE

A design phase was proposed as the first step in the study in order to establish liaison with the Ministry Steering Committee and to finalize definitions and methodological procedures.

In an Interim Design Report, August 28, 1980, the consultants reported on related literature, proposed a set of definitions and suggested preliminary methodological steps. As well, the Steering Committee, with Ministry and COPUS representation, played a significant advisory role. These discussions and background reading (related studies, dissertations, policy papers) allowed an initial ordering of issues and priorities.

Subsequently, as contacts were made with the universities, it became apparent that the study had attracted a great deal of interest. Part-time study is the subject of a flurry of task forces, committees and studies in the provincial system on its place and future. Within each university, diverse interested parties, from part-time study directors to various deans, have strong opinions on part-time education. Different universities also have different perspectives. This is expressed in different policies and regulations and in varying weight and commitment assigned to part-time study. Universities also feel that their perspective, and that of the Ministry may not always concur. In particular, each university's autonomy as an institution and with regard to program planning and academic regulations should be emphasized.

However, all universities felt that the issues raised by the study required a high level of input and advice from the universities themselves. In response to this concern, on October 15, 1980, the Steering Committee convened a meeting of University spokespersons on part-time education, with the consultants. A very helpful discussion ensued. Opinions emphasized that a solicitation of student opinion was important and a provincial inventory would be useful, but this would provide just an introductory "skeleton" to the area of part-time education in the province. It was felt that the study's scope must include the complex policy issues on which interested parties held diverse opinions, and also address the meaning and intention of the varied program initiatives around the province.

The Steering Committee and consultants agreed that the study would function as an introductory over-view of the field and may stimulate further policy discussion or study. It was agreed that an Advisory Committee would be struck from amongst the university spokespeople. This committee included:

Professor Peter Silcox, Woodsworth College

University of Toronto

Dean Thomas Guinsberg, University of Western Ontario

Dr. Mark Waldron, University of Guelph.

The purpose of this committee was to provide the consultants with the additional input of a university viewpoint in the design of the research. This input assisted the consultants to take account of the profile and importance of any study of part-time education to the universities. Effectively, the committee contributed to developing a method to allow full commentary from senior policy, administrative and faculty personnel at each university. In fact, interviews with key university informants were expanded extensively - from a sample to system-wide. This helped shift some emphasis of the research to policy discussion and analysis at a broader level than originally intended.

This input ensured that part-time study would consistently be placed in the larger context of education and society. While data was still collected on part-time study in several important ways, the discussion process, as finally designed, emphasized and provided a sense of the depth and complexity of both problems and solutions in this area of education. (see 3.2 below)

The advisory process considerably extended the design phase. At the same time, obtaining student lists from all the universities was delayed until the availability of computerized lists in December, 1980 and January, 1981. In addition, some university regulations necessitated different procedures for the implementation of the survey. Therefore, the timing of study implementation was delayed.

The Steering Committee of Ministry and COPUS officials played a crucial role in the design phase as well. Survey and interview instrumentation was discussed and finalized with the committee; many helpful changes ensued. Frequent meetings allowed full expression of concerns and priorities. The consultants would like to thank both the Steering Committee and the advisory committee for their assistance in design. Although the design phase became more complicated, we feel the degree of input from all parties resulted in a clearer and more fruitful research process.

3. METHODOLOGY

As a result of the design phase, methodological suggestions were finalized. The research was operationalized into separate methodological components; the major foci of the research were consistent: to determine the existence and nature of barriers to part-time education, to begin a system-wide overview of part-time education and to integrate these findings within the discussion of the issues and opinions of the key interested parties. Methodological steps were designed and implemented with this consistent emphasis. A brief description of each major component of the research follows.

3.1 INVENTORY OF PROGRAM AVAILABILITY

The purpose of the program inventory was to determine which programs are available on a part-time basis and to what undergraduate or graduate level these programs could be pursued on such terms. This was to be determined from the University Student Information System (U.S.I.S.) and university calendars.

Program calendars were obtained from each university. The Ministry provided data indicating the number of part-time and full-time students enrolled at Ontario universities in the fall of 1979 by the program of their choice. These data were further divided into undergraduate and graduate enrolment.

Because the U.S.I.S. manual is used by the universities to code their programs it was assumed that all possible programs available would be listed in this manual. Tables 17 and 18 (Annex 1) were developed by listing all the programs that appear in the U.S.I.S. manual and checking these with enrolment figures to indicate programs that were being taken by students on a part-time basis. U.S.I.S. utilizes eight major program areas as follows for the coding of programs:

1. Education, Physical Education & Leisure
2. Fine and Applied Arts
3. Humanities and Related
4. Social Sciences and Related
5. Agriculture and Biological Sciences
6. Engineering and Applied Sciences
7. Health Professions and Occupations
8. Mathematics and Physical Sciences.

Programs that were taken by part-time students are identified with an "X".

Tables 19 and 20 were developed from the U.S.I.S. output by calculating the total number of part-time students enrolled in each program across all universities and indicating the distribution of students by program.

Tables 21 and 22 were developed by using the same format as above only for full-time student enrolment figures. These tables facilitate a comparison of part-time and full-time enrolment for identical programs.

3.2 REVIEW OF UNIVERSITY POLICIES

As noted, the interest expressed by the universities made the input from each university a research priority. In consultation with the advisory committee, a 2-stage method was developed to review university policies and allow a process of discussion and opinion. University liaison persons were contacted and asked to co-ordinate a presentation of their university's policies on part-time education. (See Appendix 2:b) The first stage of this presentation involved the distribution and collection of questionnaires. One questionnaire requested university policies; the second requested academic unit (faculties, schools etc.) policies. The selection of informants and the depth to which a university was 'covered' (e.g. numbers of faculties etc.) was left to the discretion of the liaison person. (See Appendix 2:d and 2:e) These questionnaires were returned to the consultants and analyzed in preparation for the second stage of the review. Each university was visited for a day of interviews with key informants on university and academic unit perspectives. These interviews were follow-ups to the questionnaires but also provided a forum for discussion of policy issues, more subjective opinions and consideration of the broader context of education. Again, selection of spokespeople was largely at the discretion of the liaison person. Occasionally, a suggestion was made to assist in seeing a cross-section of schools.

In summary, this review allowed each university to present itself - both with regard to its policies and practice in part-time study and with regard to key personnel's understanding and prioritization of issues.

3.3 INTERVIEWS WITH STUDENT ASSOCIATIONS

It was felt that student associations, as the organized expression of part-time students, would provide articulate opinions on the issues of program availability and barriers to education. In addition to the extensive input from COPUS representatives on the Steering Committee, it was decided to conduct a focus group with representation from COPUS and specific university associations. This meeting was arranged through COPUS and included representations from all existing part-time student associations (See Appendix 3:b and :c) An interview format was designed to initiate discussion. (See Appendix 3:a)

3.4 INTERVIEWS WITH PROFESSIONAL ASSOCIATIONS

Professional associations were recognized to have independent powers to determine which programs are acceptable for their particular professional certification. These policies impact on part-time education in various ways and may limit access in some cases. Identifying these policies and the reasons for them was identified as a key concern at the beginning of the study by COPUS. Subsequently, the design of the student survey included an attempt to ascertain

interest and demand for professional education amongst part-time students.

In addition, an interview was designed to capture policy information and rationale in discussions with association spokespeople. (See Appendix 4:a) A sample of associations was to be selected at the consultants' discretion.

3.5 SURVEY OF PART-TIME STUDENTS

Discussions and preparatory reading facilitated an appreciation of key issues and variables in part-time study and amongst part-time students. The survey instrument was designed to include all key issues in a manageable format which could produce usable and reliable information. Helpful suggestions were received from the Steering Committee. (see Appendix 1:e) Attention was given to developing quantitative ratings of student perceptions with regard to:

- goals and motivations for part-time study
- assessment of education delivery
- barriers and problems encountered
- possible changes in education

The complexity and number of issues and factors raised by the Steering Committee necessitated an instrument design which listed issues and requested scaling. Educational objectives and possible ambitions were also requested. It should be noted that this provided

a fairly subjective indicator of 'needs' in education, as conditional answers were requested. Demographic information and occupational status were collected to facilitate further analysis. Considerable scope was allowed for opinion and comments.

The survey, in fact, could be characterized as both a baseline and 'opinion' survey. Additional 'control' surveys of previous part-time students (i.e. the 'drop-outs' who seem to be a significant portion of each year's students) or the general population were not undertaken at this time.

The survey was based on a sample of 4000 part-time students across the province. It was intended to take a systematic random sample, proportionate to university and program population. Each university was asked for lists and labels of its part-time students according to the USIS program categories. (See Appendix 1:a)

The survey method was to consist of an initial mailing, a reminder post-card to all students and a follow-up letter and questionnaire to non-respondents. (See Appendix 1:c) A response rate of 60+% was hoped for.

4 IMPLEMENTATION

Implementation of the above research methodology required co-ordinated team work. The problems and successes of each research step are briefly reported on below.

4.1 INVENTORY OF PROGRAM AVAILABILITY

In attempting to determine program availability on a part-time basis and how far programs could be pursued on these terms, a number of limitations were encountered and are documented here.

Programs are determined by a set of courses, some of which are mandatory and some of which are optional. Quite often there are several combinations of courses that could determine the completion of a program. For example, a course in statistics may be applied to a Social Science program or a physical or applied science program such as engineering or mathematics. So that, in attempting to determine program availability, one inevitably has to determine course availability.

Course availability further needs to be examined in terms of "when" it is available, i.e., day or evening classes. Most university calendars provide course specific information such as when courses are offered, what prerequisites are needed etc.

The difficulty encountered in determining program availability then, was that university calendars, for the most part, do not provide specific information addressing the issue of part-time. In situations where a statement is addressed to part-time, it usually tends to be very general and does not distinguish part-time in terms of daytime or evening availability. Furthermore, each course needs to be looked at individually to find out what time of the day it is offered as well as what time of the year it is offered. Quite often, a person will be able to take a number of courses on a part-time basis but at some point, may need to convert to full-time status in order to complete the program. Available optional and pre-requisite courses vary from one semester to the next and from one year to the next. Some programs have residency requirements or time limits for completion, which do not lend themselves to part-time studies. Here again, these vary from program to program and from one university to the next.

In conclusion then, a complete program inventory which indicates part-time availability would need to examine each course that may be applied to a program. Such an inventory would, in effect, be attempting to duplicate, on a provincial basis, the progression of a part-time student through a program - which includes objective and subjective decisions aided by counsellors, calendars etc - and reduce it to a quantifiable representation. Even if such a task were to be attempted, the result would be a 'snapshot' that was reliable for a given period in time only.

Further, as the collection of survey and policy information proceeded, it was felt that an original conceptualization of a simple inventory did not contain an understanding of 'availability' which was adequate to the many subjective factors and the programming and scheduling issues.

In consultation with the Steering Committee, the methodology outlined in section 3.1 was used to develop a limited inventory of programs in which part-time studies may be initiated. This will provide an initial understanding of availability in conjunction with other information collected in the study. It also allows us to point to information needs which could be more comprehensively met in the future.

4.2 REVIEW OF UNIVERSITY POLICIES

The review of university policies was also successfully implemented. University liaison provided enthusiastic and competent direction and assistance.

In December 1980, liaison persons were contacted to arrange their co-operation and distributed questionnaires on University and academic unit policies. Throughout January 1981, questionnaires were returned from each university. These were studied by the research team to prepare for follow-up interviews.

Visits to each university were arranged throughout February and March 1981. The logistical considerations in co-ordinating all of the involved institutions were occasionally somewhat complex; however all institutions were visited with fruitful results. Full discussions were held with key informants in part-time study. The 'practice' of part-time study at each institution was described in detail and full and open discussion of policy and contextual issues took place. The consultants wish to thank all the institutions for their gracious hospitality and intelligent preparation.

A considerable volume of program and practice information on each university was collected. It is important to note that each institution took the initiative to prepare its own presentation of its efforts in part-time study. These presentations necessarily involved disparate responses in depth and detail of information provided, differing emphasis on broader issues or specific issues, differing emphasis on university or academic unit perspective. Both differences and similarities in substance and style amongst the institutions were given considerable weight in determining the presentation and analysis of the Review of University Policies.

4.3 INTERVIEWS WITH STUDENT ASSOCIATIONS

COPUS (Ontario) arranged a meeting of its member associations; prominent place on the agenda was given to the study. Members of the research team conducted

a focus group interview with student representatives around the issues identified in the Design Phase. (See Appendix 3)

The ensuing discussion lasted most of the meeting day and resulted in the clear airing of local issues, problems and successes and some consensus on needs and priorities for all part-time students. Again, part-time students appeared to form a clear constituency, in the articulate and organized expression of needs and in the coherent politicization embodied in its representatives.

Several interviews were also conducted with student association representatives during visits to each university. Discussions centred on elaboration of local issues and concerns.

4.4 INTERVIEWS WITH PROFESSIONAL ASSOCIATIONS

In recognition of the autonomy of professional associations in licensing their members and approving university programs, a sample of the highest profile associations was selected and approached by the research team.

Representatives contacted were co-operative and interviews were conducted around the interview format designed. (See Appendix 4) Information was collected, in particular, on continuing and professional development education efforts. Comments on university programs and licensing were also solicited.

4.5 SURVEY OF PART-TIME STUDENTS

The first step in implementing the survey was arranging access to student lists and address labels from each university. All institutions were co-operative and helpful but some problems, delays with mail etc. inevitably occurred. Some lists did not arrive until after the survey began; this necessitated staggering the survey schedule - a minor logistical alteration.

In addition, not all universities were able to comply with the request to produce lists according to U.S.I.S. program specifications. Further, enrolment figures were not finalized until shortly before the survey began and significant fluctuations from 1979 figures did occur. These two factors necessitated the re-production of the survey sampling frame. The sampling frame was now based solely on the undergraduate and graduate part-time population of each university's proportion of the Ontario total population. The sample size remained 4000 but the samples from smaller universities were weighted upwards to ensure an analysable response. (See Appendix 1:b) University of Toronto research regulations did not allow the release of student addresses to outside organizations. Therefore, special arrangements were made to allow the U of T to conduct the mailings themselves. We would like to thank the Office of Academic Statistics for their effort and co-operation.

While mailing lists were obtained and survey content was finalized with the Steering Committee, an integrated and streamlined approach to implementation was developed. An attractive typeset questionnaire booklet was designed and produced; we feel it enhanced the response rate and ensured the level of participation in detailed questions which the survey content demanded. Cover letters and packages were also prepared. A carefully timed sequence of mailing, reminder and follow-up was planned to maximize the response.

On January 21, 1981, each sampled student was mailed a package which contained:

- a questionnaire
- a cover letter from the Minister of Colleges and Universities
- a reply envelope

Confidentiality was assured by using only an identification number on each questionnaire to identify respondents; no name was ever attached to a questionnaire. Packages for University of Toronto students were mailed with an additional covering letter explaining the survey and the confidentiality arrangements.

One week later, on January 28, each sampled student was mailed a post-card which thanked the student, if they had returned the questionnaire, and reminded them to do so, if they had not yet mailed it.

For the next two weeks, returns were monitored through the identification numbers. A number of telephone enquiries were also received.

On February 11, each non-respondent was mailed a second package with a follow-up letter, another questionnaire and a reply envelope.

The schedule and response rates of the survey are described in Table 1.

TABLE 1

SCHEDULE	RESPONSE RATE
January 21, First Mailing	-
January 28, Reminder/Thank You Post-Card	12 %
February 11, Follow-up Mailing of Questionnaire	50%
March 16, Cut off Date	72.6% <u>Final</u> <u>Response</u> <u>N= 2902</u>

We feel the survey concluded with a very successful response rate. Not only was this response higher than expected, but it was extremely high for any mail survey.

A crucial test of response is the degree to which it is representative of the sampled population. The responses can be compared to the sampling frame in which each university's proportion to the total population was

represented. These results are presented in Table 2. The figures speak for themselves; the survey received a highly representative response from each university. In fact, the average difference between actual proportion and proportion of returned questionnaires was merely 1.04%. Some smaller universities are over-represented because a weighted sample ensured an interpretable response.

TABLE 2

RESPONSE BY UNIVERSITY

<u>University</u>	<u>Actual</u> <u>Distribution</u> %	<u>Response Rate</u> <u>Distribution</u> %
Brock	3.43	3.69
Carleton	7.58	7.03
Guelph	1.52	2.96
Lakehead	1.64	3.34
Laurentian	3.91	4.34
McMaster	4.49	4.79
Ottawa	8.94	7.37
Queens	4.32	4.38
Toronto	19.30	17.13
Trent	1.41	3.34
Waterloo	2.95	3.34
Western	7.06	7.37
Windsor	3.62	4.00
York	15.47	13.13
Wilfrid Laurier	3.43	4.45
Ryerson	10.94	9.17
Totals	100.00 (N=81,011)	100.00 (N=2,902)

In addition to the above responses, approximately 3% of mail-outs were returned marked "Address unknown" - "Moved", etc. This is an unavoidable problem in both mail surveys and the updating of mailing lists.

We also feel the survey was successful in the quality of responses. The questionnaire's lengthy lists and scales were given careful attention by the large majority of respondents. Many respondents included well-considered opinions, detailed comments or anecdotes or appended letters with 'life' stories about their education.

We feel the response, in and of itself, is a significant finding of the research. It indicates an active, conscious constituency with articulate and vital opinions on its educational environment, needs and future which were, in a sense, waiting to be tapped. That is, the study generated similar interest and profile amongst part-time students as it did amongst university and student association representatives. It should be observed that the process involved in a large-scale survey, albeit somewhat intangible, can be as important as the findings in isolation. In fact, it may serve to heighten expectations in a special population with expressed and partially unfulfilled needs.

5. INVENTORY OF PROGRAM AVAILABILITY

This section of the report will address the information presented in ANNEX 1, Tables 17 to 22. Due to the limitations of these data outlined in Section 4.1 of this report, the discussion here, for the most part, will encompass general statements about part-time program availability rather than a specific breakdown of these programs. These general statements are based on the program data available in the limited inventory, on the policy review of universities and on the information provided by students in the survey. Furthermore, the focus will be to provide a provincial perspective rather than the perspective of individual universities.

The policy of integration of part-time and full-time study in Ontario has allowed part-time students access to virtually all non-professional programs. As other information has revealed, the quality of this access is limited by many factors such as day-time scheduling, range of optional courses available etc. As noted, determining if 'access' includes the ability to progress to a degree is difficult to do in a clear-cut fashion. We feel confident in stating that three-year Bachelor of Arts programs are accessible in all universities. The combination of available optional and pre-requisite courses may be a problem for some students. Honours B.A.'s are available in principle, in most Social Science and Humanities programs. This availability is most likely in high-enrollment programs

and over-all the availability of optional courses is more limited in upper (third and fourth) years. In addition, prerequisites are more likely to be scheduled in the day-time.

Part-time access to science programs is possible in lower years and progression to a B.Sc. is possible, although limited by scheduling and amount of laboratory time required. Honours B.Sc. are sometimes limited by residency requirements and in these cases progression to a degree part-time is not allowed. Moreover, in these cases the programs are generally not directed towards part-time students, as noted in the policy review, since full-time demand is very high and the difficult academic nature of the programs is felt to discourage part-time study.

Graduate programs are increasingly available to part-time students in most programs. In most cases, access is limited by the necessity of fulfilling residency requirements, particularly at the doctoral level. An increasing number of programs particularly Masters of Arts in Social Sciences and Humanities are available to, and directed at, part-time students. Graduate programs are endeavouring, in many cases, to develop flexible innovations for part-timers. Professional graduate programs are generally not possible to complete part-time although some changes have been made or planned.

Table 17 identifies those programs that were being pursued on a part-time basis by undergraduate students. An examination of this table indicates that the major program areas with the heaviest concentration of part-time students were: Social Sciences and Related; Humanities and Related; and Fine and Applied Arts. On the other hand, the program areas with the lowest concentration of part-time students were Health Professions and Occupations followed by the Applied and Physical Science programs.

At the graduate level, program enrolment was more evenly distributed across all major program areas although the Social Sciences and Humanities related programs were still the most frequent (Table 18).

Tables 19 and 21 present the distribution of the actual number of students enrolled in each program at the undergraduate level on a part-time and full-time basis respectively. A comparison of these two tables shows that for the most part, and excluding the Health Professions and Occupations, the same programs were being taken by part-time students as by full time students. The exceptions to this are identified below for each major program area. Specifically, these programs were taken by full-time students and not indicated by any part-time students:

1. Humanities and Related . Comparative Literature
2. Social Sciences and Related . Mediaeval Studies

3. Agriculture and Biological Sciences
 - . Biophysics
 - . Botany
 - . Veterinary Medicine
4. Engineering and Applied Science
 - . Design Systems Engineering
5. Mathematics and Physical Sciences
 - . Computer Science
 - . Metallurgy, Materials Science
 - . Astronomy

A number of programs were further identified as being pursued on a part-time basis where a full-time program counterpart was not available. Some of these programs were: Education Administration, Mediaeval Languages, Criminology and Pharmacology.

Of those students who identified a program choice, the Social Sciences were found to have the largest enrolment of undergraduate part-time students (17.6%). However, 61% of the undergraduate part-time students were not coded into a specific program but rather into a "general arts" or "science" program or as "not applicable".

Approximately one-half of these students were at University of Toronto which designates lower year undergraduates as 'undifferentiated arts and science'

Tables 20 and 22 present the distribution of the actual number of students enrolled in each program at the

graduate level on a part-time and full-time basis respectively. Program enrolment across all program areas for part-time and full-time students appears to be more congruent at the graduate level with some exceptions such as Medicine that are not at all taken by part-time students. That is, there are fewer areas of discrepancy between part-time and full-time at the graduate level than at the undergraduate level. As was found with the part-time undergraduate distribution, the Social Sciences indicates the highest number of part-time graduate enrolment (34.6%) followed by Education (29.0%) and Humanities and Related (14.0%).

It should be noted here that the information presented in these tables is by no means intended to be conclusive regarding part-time program availability.¹ As previously mentioned, the availability of programs will vary from one university to the next and from one year to the next. Indeed, in practice, program availability may vary with course availability. These data provide some insight into specific programs that showed student enrolment for that time period of 1979. Within this framework we have attempted to make some comparisons between full-time and part-time undergraduate and graduate programs. However, we cannot and do not assume that the observations made from these comparisons would be the same for any other year.

¹These tables indicate access to courses within programs, not necessarily access to degree completion.

6. REVIEW OF UNIVERSITY POLICIES: ANALYSIS

6.1 DESCRIPTION AND LIMITATIONS

A large volume of information was collected on each university and many faculties and schools, and followed up with detailed in-person discussions. This mass of information and opinion provides a rich picture of each institution. However, when we attempted to compare these pictures, difficulties and discrepancies began to emerge. As previously mentioned, each university chose its own method of presenting itself. Thus, the review produced presentations of differing emphasis and style including different numbers and kinds of schools and different emphasis on opinion as opposed to practice and regulations. To present the review, institution by institution, would unfairly and inadvertently reproduce some of these differences as gaps or discrepancies in one or another university's understanding or practice of part-time study. This would not present a correct picture of that university's effort. In addition, key spokespersons at many universities underlined the confidentiality of the interviews; others strongly suggested an anonymous reporting format.

Therefore, we have decided to present the analysis of the review of policies - both questionnaires and interviews - grouped according to the issues and priorities discussed, and presented in a consensual (to the degree possible) format. The format serves to re-emphasize

that during the review, the process became as important as the findings. The consultants' role became one of stimulation and observation of system-wide concerns and practices. The discussions became part of many other discussions in this area and served to transmit interest and expectations to the Ministry.

We feel the review provided the consultants with an enriched Provincial viewpoint of an extremely diverse and complex system. In fact, each institution is diverse and complex in its own way.

6.2 ISSUES AND PRIORITIES

Across the universities, consistent issues, perspectives and concerns were expressed related to part-time education and university education in general. Currents of opinion tend to recur, though agreement is not always present. This section will note these key issues and perspectives, and briefly discuss key opinions on them.

CONCEPTS OF THE UNIVERSITY

Varying subjective conceptualizations of the university and its role have impact on the perspective of each institution with respect to part-time education. These concepts are not necessarily discrete and understanding varies considerably within each institution as well.

One view emphasizes the university's service to the 'community' and a need to emphasize teaching and the needs of the community. This includes a strong orientation to part-time students; a sense of targeting different groups within the community (eg. homemakers or shift-workers). To some spokespersons, it includes a focus on orienting education to particular groups' career or professional needs.

Others strongly uphold the idea of the university as a centre of research and graduate studies which cannot over-emphasize adaptations to short-term teaching needs in the community.

Still others argue for the value of the liberal arts education and the richness of learning. Part-time students and life-long learning hold a special place in this concept. It is often contrasted with job or skills oriented education. It is also presented in relationship to the university's traditional role, rather than adjusting to market fluctuations or pressures. All these concepts co-exist to varying degrees in the system and within each institution.

COMMITMENT TO PART-TIME EDUCATION

All institutions feel they have a demonstrated commitment to part-time study. Some have a specific policy which advocates greater accessibility for part-time students as a goal. Others have no policy other than the goal of integrated, equivalent treatment, while implementation is left to schools and departments.

Some institutions have part-time study as a central priority, due to tradition or the weight of the part-time student body.

Many individual spokespersons felt that strong over-all university commitment to part-time study was very important in the somewhat subjective variables which affect part-time study - such as faculty attitudes, increasing the range of courses offered in any one year, attempting innovations or new courses for part-timers. Some felt this lack of commitment was a significant problem.

Several spokespersons felt a strong commitment to part-time study should rest on several inter-related factors:

- part-timers are an aging audience of life-long learners who are already educated,
- thus, part-time study is a social service which can emphasize enlightenment, not skills or information provision,
- there is immediate demand with economic gains to be made.

Other spokespersons would put different emphasis on these factors or understand the part-time population as job or skill-oriented.

Several speakers also felt that the Ministry's policy, while important, was too general and required more specific guidelines and encouragement in innovative offerings to part-time students.

THE FUNDING CONTEXT

Part-time study was continually placed within the context of funding for the universities in general. It was frequently felt that the universities have been under-funded and this can only impact on delivery of education - including on a part-time basis. It was strongly stated that the funding situation could cause a decline in the availability of programs and courses to part-timers, as universities and departments protect the 'core' of full-time education. Others felt the funding situation encouraged competition amongst the universities and encouraged a marketing orientation to students - to many spokespersons, this is anathema to a university's tradition.

One aspect of funding - the B.I.U. funding formula - was seen to particularly encourage market competition. Senior spokespersons generally favoured the formula; some because there was felt to be no workable alternative.

To some interviewees, this competition for funding colours some universities' approach to part-time study and some questioned the sincerity or long-term nature of any commitment.

A concern that was mentioned by a number of university spokespersons also relates to funding. Correspondence students who are not residents of Ontario are funded

under the same conditions and from the same source as Ontario students. Some felt that this was an unfair burden on already limited dollars and suggested that funding should be provided by the province in which the correspondence student resides.

The argument was frequently presented that part-time students are more expensive to service, administratively or with counselling, than full-time students. In particular, it was felt that the Full-Time Equivalence counting system replaces the number of actual part-time Students with an artificial body count. It was suggested that an additional weighting in the B.I.U. for part-time students could assist in better specialized service provisions. (See also below).

INTEGRATION AND COURSE AVAILABILITY

Most interviewees regarded integration over the last decade as a positive and now fully accepted movement. In most cases, courses are open to any part- or full-time student who wishes to enrol. In some cases, departments or directors of part-time studies have a coordinating and facilitating function with regard to course sequencing and availability. This involves a good deal of lobbying and incremental changes over time.

Some part-time department spokesmen felt that integration, and the provision of equivalent treatment, sometimes worked against meeting special needs of part-time students or innovations in course format (eg. intensive courses).

Generally, it was felt the main limitation to integration involved course availability (as noted, a major problem for survey respondents) - particularly in the range of courses offered in the evenings. Over time, this becomes the issue of program availability when sequencing of courses towards a degree becomes difficult. Most universities attempt to ensure degree progression. Several have made, or are planning important innovations in two to four year schedule planning. It was felt that the issue of range of optional courses available would persist because universities could not foresee offering a full range of courses in the evenings.

The limitations on course availability were ascribed to several factors:

- generally, department spokespersons felt budget restraint was squeezing them very seriously and faculty were frequently on overload teaching in evenings or summer. Some departments - particularly sciences, engineering and business - felt full-time demand was taxing enough and part-time demand had not been demonstrated.

- It was also felt that faculty did not see part-time study as a priority and some resistance to evening courses was encountered; however, most spokes- persons felt faculty had shown real commitment and enthusiasm for teaching part-time students.
- Departments with laboratory courses consistently felt it was not practical to also man these labs in the evening.
- Directors felt that scheduling too many evening classes eventually caused dissatisfaction with full-time students; particularly in light of uncertain or fluctuating enrolment by part-time students.
- Increasing course availability sometimes forced the use of more part-time faculty which some departments did not prefer for academic reasons and some universities discouraged for budget reasons; part-time faculty remain however, a crucial accompaniment to greater course availability for part-timers in a broad range of programs across the province.

SERVICES FOR PART-TIME STUDENTS

Counselling is the major service which part-time directors would like to provide more consistently and accessibly. Many felt the part-time student - new or returning to the campus, possibly confused or intimidated - has special counselling needs. It was felt that the first contact with university could be the last - as evidenced in high drop-out rates. At some universities, a part-timer is on his or her own in course selection or only receives academic counselling from a faculty or department. It was argued that a service directed to new part-time students and their particular concerns would be more likely to meet these needs. This is consistent with the concerns of the student associations. From the survey, we found that counselling was satisfactory for most part-time students but was a source of dissatisfaction for a considerable segment of students (20%).

The lack of counselling was attributed largely to budget and staffing constraints - on hours opened and new staff. Those universities with particular counselling for part-time students - including a drop-in centre - report enthusiastic response. Other universities have successfully begun "introduction to University" courses or seminars which they feel help many students. Calendars addressed specifically to part-time students were also considered very effective in providing information and direction.

EXPERIMENTAL/DEVELOPMENTAL MONIES

Many spokespersons felt very strongly that experimental or seed monies should be provided to attempt various innovative services or courses for part-time students. It was felt that part-time study is unique in many ways and demands extra efforts. Senior university spokespersons tended to feel these seed monies should not be requested from the Ministry since "the pie won't get any bigger".

DISTANCE LEARNING

A major area suggested for seed monies is within the broad designation of distance learning. A great number of efforts are underway or being planned around the Province. These fall into several categories:

a) Off-Campus Centres

Several universities have a heavy commitment to off-campus centres for part-time students. These have run into several problems, while achieving admirable success in bringing the university to inaccessible locations:

- distance and travelling time often causes severe problems for faculty and contributes to the expense of such operations,

- maintaining access to a full program is often impossible, given financial constraints and low enrolments,
- facilities can be a logistical problem,
- some issues of inter-university competition and the definition of geographic catchment area have arisen.

Some universities have withdrawn from such efforts; it was suggested it might be cheaper to subsidize people from off-campus to come to the university.

In the North, where the commitment is strongest but the conditions are most difficult, some spokespersons felt even greater weighted incentives than already exist might be necessary to maintain a full off-campus effort.

b) Correspondence Courses

Only a few universities offer such programs; some do not agree with them academically. It was suggested that development funding could be used to research and develop correspondence programs at more institutions.

c) TV Learning

Many efforts in TV education have not proven completely satisfactory; some speakers felt in-person teaching

could not be replaced; others that universities could not compete with commercial TV. In either case, the necessary financial commitment is prohibitive for a small institution.

An initial cross-university/OECA project is being planned and observed with great interest.

Some universities are planning development of mixed presentations - video, some classroom, telephone hook-ups etc. Again, seed monies, given the expensive technology, were suggested.

Some senior spokesmen forcefully stated that universities were missing an important opportunity and failing to keep up with overwhelming social change - related to computers and visual communications (eg. TELIDON). It was felt to be incumbent upon the Ministry to assist with research and development into not only pedagogical possibilities, but the social impact of such 'social' technology.

Inter-University Co-operation

Distance learning is the most obvious area where it was felt inter-university co-operation is important and will become more so. Some issues have arisen between universities but most spokespersons felt liaison efforts would resolve any problems. Again, the funding situation was seen as behind any increased

tension or competitiveness. It was strongly suggested that co-ordinated efforts in distance learning would be the only way to proceed. This included discussing geographic issues, offering joint programs, sharing TV teaching research and development costs. Several spokespersons felt this could be a key area for the Ministry to articulate more detailed guidelines or co-ordinate efforts through its funding controls, within the limits of institutional autonomy.

Marketing

A diverse range of opinions on 'marketing' part-time was given. Some felt this was not appropriate; others felt an aggressive selling of universities and liberal arts was required. While there was some degree of cooperation between universities concerning their off-campus programs, it was found that some were actively and openly involved in marketing for the potential part-time students. In some situations this meant direct competition with other universities for territorial presence and in the courses that were being offered. There was some discussion of target groups and market surveys but over-all this is a fledgling area and frequently directors expressed the view that much planning was done by guesswork and due to particular lobbying or personal enthusiasms.

Continuing Education

Non-credit continuing education was a major concern for many of the informants interviewed, although it was formally outside the scope of the study. Some speakers felt it provided a pool of students who would go on to credit education. Others felt it was a key community service. Many felt continuing education tended to over-lap with community college and boards of education efforts.

In continuing education many innovations in course delivery are attempted which may have an instructive input to credit education. Some innovations in providing partial credits for courses are planned.

Some spokespersons felt strongly that continuing education should be funded. Senior spokespersons opposed this and supported the user pay approach. Suggestions for developmental funding (as opposed to operating funding) were frequently received.

Although spokespersons from a full sample of faculties and schools contributed to the above discussions some academic unit issues are worthy of note.

Faculties of Law

Faculties of Law are not involved in part-time undergraduate (LL.B.) education. Some efforts in law courses for non-law students, and part-time graduate programs do exist. The major reason cited by faculty spokespersons for this undergraduate exclusion is the policy of the Law Society of Upper Canada. One senior spokesperson felt there was no academic reason to prevent part-time education in law. Examples were cited from the United States and Quebec. It was felt that the profession would not wish to open more spaces to students at a time of apparent over-supply of lawyers. Discussion of the merits of part-time education in law are occurring in these faculties. Some doubt as to sufficient faculty for such a policy was expressed.

Schools of Business

These schools are experiencing a boom period across the province. Unfortunately the boom brings a number of problems, including;

- . high enrolments and only slowly increasing faculty allotments
- . availability of suitable staff in a relatively new field
- . demands from various professional and

para-professional associations to meet
their particular needs
. utilizing inexperienced part-time faculty

In this context, meeting part-time student demand, which is also high, becomes very difficult. Part-time M.B.A. programs are being planned or expanded in several cases. Innovations in teaching, format and even content oriented to experienced business people are being discussed.

Some university spokespersons expressed concern for the 'balance' of the university - particularly small ones - faced with such a tilt in enrolment to one program. Concerns for maintaining a liberal arts orientation were expressed by university and business school spokesmen alike.

Faculties of Education

At a time when teachers are no longer perceived by administrators as a key market for part-time studies, these faculties are experiencing a boom. Much of the part-time enrolment is due to the demand - some called it artificial - created by Ministry of Education certificate and special credit incentives. Some universities are still filled with teachers finishing B.A.'s according to somewhat older Ministry directives.

Although presently over-loaded and utilizing part-time faculty, some misgivings about the finite nature of this demand were expressed. It was apparent that planning efforts are at a minimal level in this fluctuating area of part-time education. Some spokespersons felt these faculties were more typical of part-time study than it seemed - since they educate the educated for career reasons.

Faculties of Engineering

Part-time credit studies in engineering are available in Ontario faculties of engineering. Some flexible programs for professional development at the graduate level have been implemented; professional up-grading was considered a priority for both these faculties and the profession. Undergraduate degree courses are available to part-time students in most faculties although generally only in the lower years. A few faculties do not allow part-time study; some feel part-time study would be very arduous and progression to a degree unlikely.

Reasons cited included scheduling oriented to day students, necessity of laboratory time, heavy workload which discourages part-timers, time limits on degree acquisition, difficulty in arranging work placements (if required) and the possibility of an outdated education over an extended number of years. It is, therefore, highly unlikely that a part-time student could complete an undergraduate degree in engineering.

Spokespersons also noted that limited resources in engineering education would have a detrimental impact on Canada's place in technological development. These limited resources were seen as also limiting any efforts to address particular part-time study difficulties.

It was also felt that full-time demand was presently very high and must be the priority since part-time demand had not been demonstrated and was not expected to develop.

The faculties are associated with the Association of Professional Engineers of Ontario which accepts graduates for professional accreditation. No particular association policy or regulation was seen as relating to a faculty's approach to part-time study other than the common interest in maintaining professional standards.

Faculties of Medicine and Health Sciences

It is not possible to complete a degree program part-time medicine or physical or occupational therapy in Ontario universities. Some graduate, post-graduate or post-diploma study may be carried on part-time in particular cases. In addition, some courses for non-medical students may be offered. Completion of lower years of medicine part-time is possible in occasional cases. Individual arrangements about pacing (eg. leaves) may be possible at some medical schools.

The licensing requirements of the Royal College of

Physicians and Surgeons, the Canadian Association of Occupational Therapists and the Canadian Physiotherapy Association were cited as one reason for this approach. These requirements stipulate 'full-time continuing studies' and include a time limit for degree completion. Other important reasons were:

- the need to integrate clinical and academic work
- a structured curriculum of sequenced non-optional courses which precludes part-time effort
- the rapidly changing nature of knowledge in these fields

Faculties of medicine are also involved with non-credit courses in continuing education for members of the medical profession in association with the professional associations.

Other Professional Schools

Spokespersons from other professional faculties, including Nursing and Social Work were also informative. In some cases, these faculties have adopted innovative approaches to off-campus and part-time teaching. This has included aggressive marketing to specific career-oriented targeted populations. These approaches, some still in trial stages, have worked to overcome some of the barriers to part-time professional education which are typically encountered, including laboratory time, arranging training

facilities off-campus and completing placement requirements.

These important concerns and opinions are merely the highlights and the 'consensus' of the many lively discussions which took place around Ontario. These discussions served to 'educate' the consultants - and thus to a degree, perhaps the Ministry. The understanding of other research results and the weight attached to various conclusions was enormously enhanced.

7 INTERVIEWS WITH STUDENT ASSOCIATIONS: ANALYSIS

The interests and concerns of part-time students were ably and intelligently presented by the representatives of the student associations. The 'group interview' began with a recounting of changes and achievements in part-time study at the universities represented. Spokespersons noted particular gains for part-time accessibility, and possible future developments, and drew lessons from their efforts of the last few months. Clearly, these associations are forces to be reckoned with at those universities where they have organized and grown.

A high degree of consensus on perspectives and some issues emerged over the course of discussion. All speakers felt integration of full and part-time study was proceeding positively. Although equivalent treatment sometimes places a greater burden on part-time students because of other commitments, speakers regarded such treatment as a significant gain and opposed any 'retreat' to a particularized part-time degree.

The concept of the university broadly shared by the speakers emphasizes the university's role in serving the community.

This role was contrasted with a supposedly 'ivory tower' role of the university which emphasizes research. Service, in this view, should be demonstrated by making university increasingly and, eventually, completely

accessible to the community as represented by part-time students. Some speakers felt serving the community would also involve orienting learning towards skills and job-related education.

In assessing their organizations' efforts, speakers concluded that the value of persistent lobbying on general and specific issues had been amply demonstrated. The kinds of political exertions have included:

- . participation in a full range of committees, boards or senates
- . lobbying of particular faculties or departments
- . individual lobbying with particular administrators or faculty
- . publicization of issues in all available press.

Speakers also felt they represented an important segment of each university - as proportion of students and as B.I.U. income - and felt the place accorded part-time study was not presently in alignment with its real importance. Some felt the present situation of market competition for universities should be advantageous for part-timers and result in increased services and accessibility. The increasing accessibility of liberal arts (humanities and social sciences) programs - including

M.A. level - was cited as evidence of this trend. Recent introduction of some bursaries and scholarships for part-time students was also cited. Others felt the fiscal situation of the universities would make further services or course availability more difficult.

A number of issues and concerns were prioritized by the representatives, as areas where they felt action or attention by the universities should be focussed. These included:

- . availability of a broader selection of courses for part-timers; in particular, in the evening.
- . accessibility to completion of a broader range of Honours programs, including science programs, on a part-time basis.
- . accessibility to professional schools, in particular, Law, Engineering and Business, on a part-time basis.

Speakers hoped to see continued discussion and pressure in all of these areas.

The orientation of a number of university services to include part-time students and their particular needs was also considered a priority. These services included:

- . counselling services with an understanding of part-timers' occupational and personal focuses outside the university; accessible hours are crucial, too.
- . the hours of other services should take account of part-time students' needs - in particular, libraries and food service.
- . provision of child-care was felt by some to be very important for many women, and the deciding barrier for some potential students; others felt it would be difficult to demand.

Many speakers felt the attitude of teaching faculty was still a considerable problem for part-time students and their feeling of truly belonging to the university community.

Major priority was affixed the area of financial assistance for part-time students. It was felt that many part-time students carry on their studies despite a financial burden. This is particularly true of single parents - most likely women - and people trying to change or advance their careers. Particular issues identified included:

- . provisions in the Ontario Student Aid Plan and the Canada Student Loan Plan were felt to discriminate against part-time students and should be altered or removed.

- . disallowance of some tax deductions for education and tuition was also felt to discriminate against part-timers and speakers felt this should be altered or a pro-rated deduction according to number of courses allowed.
- . universities should help to make bursaries and scholarships more available for part-timers.
- . part-time graduate students receive no financial assistance in grants or research assistantships, which was seen as a disincentive.

Overall, the priorities raised appear to faithfully reflect the problems and changes raised by the survey respondents. The representatives have focussed and articulated these concerns; in some cases, practical directions or solutions are suggested.

8 INTERVIEWS WITH PROFESSIONAL ASSOCIATION: ANALYSIS

The professions in Ontario have a variety of formal and informal relationships to university education. Licensing regulations may limit education accessibility (as in full-time attendance requirements) or set further stipulations for accreditation. Association officials may sit on liaison committees with representatives of the faculties and thus have some input to education policies. Continuing education efforts may be jointly planned or run. In some professions, several organizations share responsibilities and provide services.

It was felt that discussions with spokespersons for professional associations could clarify their relation to university education and some of the reasons for licensing regulations. These discussions are presented as an over-view of the sample of important associations interviewed.

Generally, the associations do not have extensive policy positions on part-time degree credit education. It was felt that this is more properly the mandate of the faculties or schools involved. Medicine, dentistry, physiotherapy and occupational therapy licensing regulations stipulate full-time continuous undergraduate study. These regulations do not apply to graduate or post-graduate work in all cases. In the cases of medicine and dentistry, licensing is the responsibility of the Royal College of Physicians and Surgeons and the Royal College of Dentists - not the professional

associations. Reasons cited for these licensing regulations include the difficult and cumulative scientific nature of the material, highly structured curricula with sequenced, non-optional courses, the necessity of integrating long laboratory and clinical practice with academic work, the possibility of an out-dated education over the duration of a part-time education and the necessity of professional socialization. The amount of demand for part-time study was also questioned. Law Society of Upper Canada regulations also stipulate full-time undergraduate education. Only graduates of approved LL.B programmes - all of which are full-time - are admitted to Bar Admission courses. Amongst reasons for full-time study cited by a Society spokesman are:

- the need to impart a broad education in law in a compact package
- changing nature of laws may outdate a part-time law education

The Law Society's general concern is to maintain high standards in the profession and would test any part-time program against those standards. However, it was noted that "any such program which implies increasing the number of graduates into the profession would not be appropriate at this time of apparent oversupply of lawyers".

The Law Society meets regularly with law school Deans to discuss law education. Part-time undergraduate

education was not seen to be a concern in these discussions. Society regulations do not relate to graduate study in any way.

Other associations seem open to changes - if academic standards are maintained and if faculties are in agreement.

All associations see continuing professional education as a major concern and emphasis in education and service. Programs in continuing education for professionals are run extensively throughout the province. These programs are in different stages of development and have varying relations to the university faculties. Some concern was expressed about developing more formalized links to faculties and more stabilized on-going funding. Some associations are naming continuing education as a priority and expect to increase efforts in this area. Some discussions on mandatory continuing medical education are taking place but no such mandatory efforts are presently being planned.

Professional continuing education presently exists in many flexible forms. Short intensive courses, one or two day seminars, or lectures are most frequently utilized. One association runs admission examinations which necessitate self-taught part-time study for many aspiring professionals. It was felt that more formalized part-time education would assist these individuals.

These discussions provided only an introduction to

professional association policies. There seem to be some openings for discussion of some innovations in part-time education; any fruitful discussions would necessarily include the professional faculties at the universities.

9 SURVEY OF PART-TIME STUDENTS: ANALYSIS

Survey responses were coded and key-punched for computerized analysis. This amassed a large volume of data on the students, their perceptions of education, their needs and hopes for change, their ambitions. At this point, we will tend to produce, from this wealth of data, the more descriptive statistics to represent this population and its opinions. More inferential statistics will largely await further analysis. We will also point to directions for future analysis and emphasize that the survey data is now in the form of a data-base open to more in-depth analysis of particular variables or specialized requests for information. For instance, particular requests from the Steering Committee, Student Associations or from individual institutions could be accommodated, should the data-base be made accessible.

Preliminary analysis also revealed that approximately 4% of the respondents replied only to state that they were not part-time students. Many said they were completing theses and did not consider this part-time study. Others said they had taken one summer course to further their full-time studies. This raises the definitional dilemma which sometimes confuses the concept of part-time study which the institutions face in their record-keeping and, sometimes, in formulating

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policies on service, availability etc. For this survey, these non-part-time student respondents created a consistent missing value of 4% in all questions. Therefore, the percentages presented are adjusted to eliminate this, and where appropriate, actual numbers are presented.

Statistics presented here should be seen within the context of the province-wide system and the information collected in different ways in the other research components. That is, this data is important and revealing but, also, limited in various ways by its methodology, target population (ie. one year of part-time students) and focus on opinions. The findings are also indicative of the process of needs and expectations assessment which such a survey stimulates for the student.

9.1 STATISTICAL ACCURACY AND CELL SIZE

A critical question in interpreting the results of this survey is: How well do the responses we've obtained represent the opinions and concerns of the entire population of all part-time students in Ontario institutions? The answer to this question is buried in statistical and probability theory. Nevertheless, it's important that the reader understand what can be said and cannot be said about the results.

The presentation of these results will almost always involve statements of the type: "40% of the respondents

felt.....;" or "32% of the respondents thought their choice of courses.....," and the like. Therefore, when we look at the accuracy or reliability of the results we need to ask: How accurately do these percentages reflect the percentages we would find if we surveyed the entire population of part-time students in the province. From a statistical point of view, this question can be asked as: At what cell size do the proportions become so small that reliable interpretations cannot be made?

The answer to this question relates directly to what is called the standard deviation or standard error of the proportion. Standard deviation is a measure of the accuracy, or statistical variability of an estimation procedure. If a survey is repeated several times, the estimates resulting will be slightly different for each repetition of the survey. In this sense the estimates are really random. Of course we do not want estimates to be too variable and so we require low values for the standard deviation.

One of the remarkable achievements in the field of probability and statistics has been to demonstrate that typical surveys follow the laws of the normal probability curve. Based on this, it is possible to calculate an interpretation of the concept of standard deviation. Thus, one often hears the following statement: "There is 95% confidence that the true value lies within 2 standard deviations of the estimate." What this means is that under repeated sampling, 95% of the time the true value will lie within ± 2 standard deviations of the estimate.

Note also that the confidence is 68% that the true value is within 1 standard deviation of the estimate. The confidence is 99.7% that it is within 3 standard deviations.

The \pm standard deviations giving 95% confidence is a widely used standard in the statistical industry. The permissible size of a standard deviation depends on the needs and budget of a study. The choice is best made jointly using statistical and subject matter expertise

In the case of this survey we are looking at the standard deviation of different cell sizes or proportions. The formula for this standard deviation is given as:

$$\text{S.D. (p)} = \sqrt{\frac{p (1 - p)}{n}}$$

P is the proportion and

n is the sample size, 2,902 in this case.

For example, if we find that 72% felt a certain way about a given issue, we can interpret this first by calculating the standard deviation. That is,

$$\begin{aligned} \text{S D. (72\%)} &= \sqrt{\frac{.72 (1 - .72)}{2,902}} \\ &= .0083 \end{aligned}$$

A very loose interpretation of this number is to say that if we repeatedly sampled the part-time student population obtaining a sample of 2,900, the "variability" in the different proportions we obtained for this

question would be .83% on average: However, the range of the proportions we would obtain could be 60% to 80%, depending on the sample we take. Therefore, in order for us to be "confident" about our results, we must be conservative in our approach and state how close this one estimate is to the true proportion in the population, given that we are taking a sample.

If, as always, we assume a normal distribution and therefore that 95% of the other sampled proportions are within two standard deviations of the proportions we obtain, we then know that,

$$72\% \pm 2 (.83\%)$$

$$= 72\% \pm 1.66\%$$

and 95% of the proportions we would find fall between 70% and 74%.

Given this information, we now wish to use these results to properly interpret the reliability of the different cell sizes. In doing so, we simply use the 95% confidence interval in a different way. Instead of reporting the results as $X\% \pm 2$ standard deviations, we can express the variability as a percentage of the proportion found in the survey. That is, we can say,

$$\text{Accuracy as a percent of the proportion} = \frac{\text{standard deviation of the proportion}}{p}$$

This value changes for different proportions and of course different sample sizes. As the standard deviation of the proportion gets larger, the above ratio gets larger and the estimated proportion less accurate. The error expressed in standard deviations as a percentage of the true proportion will be the ratio presented above, and the 95% confidence interval will be twice that. The table below gives the value calculated this way for the 95% confidence interval. The percentage shown in column (2) must be applied to the estimated proportion and the confidence interval extends from the estimated proportions to plus or minus the percentage in column (2).

Standard Deviation of Proportions
Expressed as a Percent of the Proportions
At the 95% Level of Confidence

Column (1) Cell Size (Proportion)	Column (2) 95% Confidence Level (2 X st. dev)	Column (3) Standard Deviation as a Percent (at 95% confidence)
5%	.81%	16.2%
10	1.11%	11.1%
15	1.32%	8.8%
20	1.48%	7.4%
30	1.70%	5.7%
40	1.81%	4.5%
50	1.85%	3.7%
60	1.81%	3.0%
70	1.70%	2.4%
80	1.48%	1.9%
85	1.32%	1.6%
90	1.11%	1.2%
95	.81%	.85%

As the final result, we can indicate conservative caveats on the proportions reported in each cell. That is, we wish to flag the fact that certain cell sizes should be interpreted with caution and in some cases should not be reported at all. The final recommendations are reported below:

<u>Proportion</u> (Cell Size)	<u>Interpretation</u>
over 15%	reasonably accurate & reliable
10 - 15%	interpret with caution
5 - 10%	interpret with extreme caution
less than 5%	too unreliable for reporting purposes.

Please remember this table in all interpretations of these data.

9.2 PART-TIME STUDENT PROFILE

Occupational and demographic information was collected. These data are presented in Table 3. Figures are percentages of total respondents.

Essentially these data speak for themselves. We can note that the great majority of part-time students are employed or homemakers - that is, they have at least one major occupational focus outside university education.

We feel this status amounts to a crucial component in defining the part-time student constituency and its needs.

The majority (60%) of the respondents' are married, again emphasizing a focus in daily life outside of education.

While the majority (55%) of respondents income between \$7,500. and \$25,000. encompassing national income averages for men and women, the data indicate significant proportion of part-time students are not affluent by any measurement. Other questions on finances should provide more insight to this factor.

The occupations in which part-time students work cover over sixty categories of the Canadian Occupational Classification System, from doctors to farmers to clergy to electricians to artists. Some important

categories mentioned included:

Clerical Workers	12% of Total
Government Officials	3%
Business Management	5%
Public/High School Teacher	26%
Sales & Service Workers	6%
Engineers	3%
Accountants	2%
Nurses	2%
Other Professionals	3%

The range of careers and professions will be reflected in the importance of job-related education.

The respondents are a very highly educated group of people. Seventy percent have had previous university experience. More than one-half have degrees or diplomas. The students appear to be the educated returning for further education.

TABLE 3

DEMOGRAPHIC INFORMATION

AGE		GENDER	
18-25 years	24%	MALE	44%
26-30 years	25%	FEMALE	56%
31-40 years	35%		100%
41-50 years	11%	MARITAL STATUS	
51-60 years	4%	Single	23%
61+ years	1%	Common Law/Married	60%
	100%	Separated/Divorced	6%
		Widowed	1%
			100%
(including range from 18 to 74 years)			
HIGHEST COMPLETED YEAR OF EDUCATION		PERSONAL INCOME	
Grade 8 or less	"	\$7,500 or less	23%
Grade 9-11	2%	\$7,501 to 15,000	22%
Grade 12	6%	\$15,001 to 25,000	33%
Grade 13	5%	\$25,001 to 35,000	18%
Some C.C.	5%	over \$35,000	4%
C.C. Diploma	8%		100%
Some University	27%	OCCUPATIONAL STATUS	
B.A./B.Sc. etc.	18%	Employed Full-Time	71%
Honours B.A./B.Sc.	8%	Employed Part-Time	13%
Some Graduate Study	11%	Unemployed	4%
M.A.	4%	Homemaker	7%
Some Doctoral Study	2%	Homemaker & Employed	4%
Ph.D.	"	Retired	1%
Other	3%		100%
(ie. certificates, private training)			
" - less than 1%	100%		

The respondents also provided basic information on their background and status as part-time students. The data is presented in TABLE 4. Figures are percentages of total respondents.

The picture of the part-time student which emerges from these respondents is of a person with a long-term commitment and dedication to education. Many university informants felt that the drop-out level for first-year or first-course part-timers was a problem. Of the survey respondents, however, 64% have been part-timers for 2-10 years and 62% have completed 2-10 courses; considerable persistence is indicated. Again, the survey did not target drop-out students. In addition, the large majority will be returning next year. Most are taking more than one course, indicating a heavy time commitment. In educational objectives, these respondents are highly ambitious - almost half intend professional certification or graduate degrees. Another 16% are pursuing degrees or courses for their own interest.

TABLE 4

EDUCATIONAL STATUS

<u>NUMBER OF COURSES TAKEN THIS YEAR</u>		<u>TIME OF CLASSES</u>	
1 course	47%	Day	15%
2 courses	29%	Evening	60%
3-5 courses	21%	Day and Evening	25%
6-9 courses	3%		100%
	100%		
* This may include half-courses		<u>NUMBER OF YEARS AS A PART-TIME STUDENT</u>	
		1 year	31%
		2-5 years	50%
		6-10 years	14%
		11+ years	5%
			100%
		(range includes 1 to 22 years)	
<u>DO YOU PLAN TO ENROLL PART-TIME NEXT YEAR?</u>		<u>NUMBER OF YEARS AS A FULL-TIME STUDENT</u>	
Yes	65%	0 years	53%
No	16%	1 year	8%
Unsure	19%	2-5 years	35%
	100%	6+ years	4%
			100%
		(range includes 0 to 12 years)	
<u>EDUCATIONAL OBJECTIVE</u>		<u>NUMBER OF COURSES COMPLETED PART-TIME</u>	
Prof. Certification	10%	1 course	19%
Undergraduate Degree	33%	2-5 courses	40%
Continue Taking Courses for Interest	16%	6-10 courses	22%
Graduate Degree	35%	11-15 courses	11%
Diploma	5%	16-20 courses	5%
Other	1%	21+ courses	3%
	100%		100%
		(includes range 1 to 35 courses)	

Almost half have considerable experience as full-time students and 10% plan to enrol full-time next year. This could indicate there is significant flow back and forth between full and part-time studies; a dissolution of barriers which is a reflection of, and reflected in, the integration approach of the institutions in recent years.

A considerable percentage are in their first year or first course as part-time students. They may have particular reactions or problems especially in light of university spokespersons' feelings that initial part-time students have a high drop-out rate. It should be noted that this issue can be approached only inferentially or peripherally since 'drop outs' were not a targeted population.

The large majority of respondents take all or some of their courses in the evening; again a component of a broad definition of a part-time student. This may impact on the kinds of problems in education delivery which are encountered.

9.3 MOTIVATION FOR PART-TIME EDUCATION

The respondents were asked to scale the importance of a carefully selected list of reasons for enrolling in part-time study. These scaled results are presented comparatively in TABLE 5. Figures are percentages of total respondents.

TABLE 5
REASONS FOR PART-TIME STUDY

REASON	1. Very Unimportant	2. Unimportant	3. Neutral	4. Important	5. Very Important	
Credit to undergrad degree	22%	9	13	24	32	= 100%
Credit to grad degree	16%	12	20	25	28	= 100%
Credit to Prof. Certification	19%	13	19	22	28	= 100%
Credit to Certif. or Diploma	25%	12	21	22	21	= 100%
General interest in taking courses	9%	7	19	43	21	= 100%
Interest in specific courses	5%	3	13	45	34	= 100%
Courses related to career	6%	5	12	33	44	= 100%
Not enough time for full-time due to work	12%	8	13	28	40	= 100%
Not enough time for full-time study for personal reasons	23%	15	25	21	17	= 100%
Insufficient financing for full-time study	28%	15	18	17	23	= 100%
Do not have pre-requisites for full-time study	60%	15	17	5	4	= 100%

As expected, most of these factors play a considerable role in motivation for part-time study. Job-related courses, interest in specific courses and general interest are very important reasons for part-time study; they are more highly rated than academic objectives, such as degrees, diplomas or certification, which are also very important. Insufficient time is a very crucial factor, especially for work reasons in this largely employed group. Pre-requisite problems seem to be an insignificant factor in this educated group.

The respondents were also asked to select the most important factor which motivated their part-time enrolment. The results are presented in TABLE 6. Figures are percentages of total respondents.

Almost half the respondents are most motivated by obtaining credits to degree, certification or diploma.

In isolating a single motivation, work becomes crucially important to part-time education; primarily for career development, secondarily as a limitation on time.

Interest motivates a considerable segment. Personal and financial reasons affect the educational efforts of a smaller but significant number.

TABLE 6

MAJOR REASON FOR PART-TIME STUDY

Credit to Undergraduate Degree	14%
Credit to Graduate Degree	14%
Credit to Prof. Certification	11%
Credit to Diploma	5%
General Interest	8%
Specific Interest in Course	8%
Courses related to Job/Career	19%
Insufficient Time for Full-Time Study Due to Work	6%
Insufficient Time for Full-Time Study Due to Personal Reasons	4%
Insufficient Financing	6%
No Prerequisites	1%
*Other	4%
	<u>100%</u>

*Other includes; combinations of the above; upgrading for graduate school; physical handicap limits participation.

Overall, the motivations are achievement oriented - again, reflecting an active career-oriented, educated constituency. This was reflected in educational objectives as well.

Cross-tabulation of motivation by important individual variables - gender, age, years as a part-time student - was carried out. No appreciable overall variation or trend emerged. Several specific points can be made. The importance of credit toward a degree or diploma increases with years as a part-time student and with age (up until 50 years, after which specific interest in courses increases notably). Job-related interest decreases after 50 years of age as well. Financial limitations on study are most important for the youngest (18-25 years), declining in importance with increasing age. Prerequisites for full-time study are only a major problem for the youngest students.

9.4 SATISFACTION WITH PART-TIME EDUCATION

Respondents were asked to comment on their satisfaction with various aspects of their education. These components were selected to cover the educational experience and highlight the known potential issues in delivery. These opinions are presented in TABLES 7, 8, 9. Figures are percentages of total respondents.

A majority of respondents are satisfied with most components of their education. Range of programs and courses, scheduling, teaching and flexibility of instructors all receive high ratings of satisfaction.

Over 50% feel educational objectives can be completely accomplished as part-time students.

Certain components are viewed neutrally by a large segment of the population; these include counselling, contact time with professors and students and the role of the part-time student association. It should be noted that this neutrality probably reflects the fact that part-time students may not typically focus social or political attention on activities at the institution. In particular, most universities do not have part-time students' associations, necessitating a neutral response.

The overall picture seems positive, but if we read the tables from the perspective of dissatisfaction, a large segment of the population express considerable dissatisfaction with aspects of their education. Particular problems are with the lack of flexibility by the administration and range of courses available. In addition, fully 28% feel they can not fulfill their educational objectives as part-time students.

9.5 BARRIERS TO PART-TIME EDUCATION

In the Design Phase, possible and existing barriers to part-time education were identified. Respondents were asked to scale the degree of problem these factors presented in their part-time academic careers. These results are presented, and listed for

TABLE 7
ABILITY TO FULFILL EDUCATIONAL OBJECTIVES AS A PART-
TIME STUDENT

very incompletely	5%
incompletely	23%
neutral	21%
completely	41%
very completely	<u>11%</u>
	100%

TABLE 8
FLEXIBILITY OF ADMINISTRATION AND INSTRUCTORS

	University/Faculty Administration	Instructors
very satisfied	14%	25%
satisfied	38%	42%
neutral	10%	14%
dissatisfied	29%	15%
very dissatisfied	2%	1%
not applicable/don't know	<u>6%</u>	<u>3%</u>
	100%	100%

TABLE 9

SATISFACTION WITH ASPECTS OF EDUCATION

		1. Very Dissatisfied	2. Dissatisfied	3. Neutral	4. Satisfied	5. Very Satisfied	
Range of Programs	4%	16	20	50	10	=	100%
Range of Courses	7%	24	17	42	10	=	100%
Quality of Lectures and Teaching	4%	12	22	49	14	=	100%
Scheduling of Courses and Classes	5%	17	20	49	10	=	100%
Size of Classes	3%	11	21	51	14	=	100%
Availability of Counselling	6%	14	39	32	8	=	100%
Contact Time with Professors	6%	15	31	37	10	=	100%
Contact Time with other Students	5%	15	40	35	6	=	100%
Representation by P-T Student Association	7%	7	68	16	2	=	100%

comparative purposes, in TABLE 10. Figures are percentages of total respondents.

All of the potential problems present a barrier - some of the time or in a major way - to a significant segment of the population. Issues that pose particular problems are:

- . scheduling related to day-time offering of courses and sequencing (over several years)
- . lack of time for personal and work reasons
- . perception that a course or program is not available to part-timers
- . education cost

Residency requirements and faculty attitudes seem to present a problem to only some students.

The respondents also selected one of these factors as the major problem they had encountered. These responses are presented in TABLE 11. The major problem experienced is lack of time either for work or personal reasons. Scheduling problems particularly related to day-time offerings are next most often mentioned. The perception that a course or program is not available to part-timers as a policy, is

TABLE 10

BARRIERS TO PART-TIME EDUCATION

<u>POSSIBLE BARRIER</u>		No Problem	Not Usually A Problem	Neutral	Sometimes A Problem	A Major Problem	
Availability of Information on Courses or Programs	40%	29	9	18	3	=	100%
Courses in Day Only	25%	17	12	28	18	=	100%
Prerequisites in Day Only	35%	20	19	17	9	=	100%
Course not Available to Part-Time	34%	16	15	21	13	=	100%
Course Offered Every 3 or 4 Years	32%	18	20	21	8	=	100%
Faculty Attitudes to Part-Time	44%	21	20	12	3	=	100%
Lack of Time Due to Personal Reasons	19%	18	12	38	13	=	100%
Lack of Time Due to Work	17%	14	9	39	21	=	100%
Education Cost	33%	21	15	20	11	=	100%
Residency Requirements	65%	10	17	4	3	=	100%
Program Not Available to Part-Time	36%	16	20	17	11	=	100%

TABLE 11

MAJOR BARRIER TO PART-TIME EDUCATION

Availability of Information on Courses	31
Courses in Day Only	12
Prerequisites in Day Only	2
Course Not Available to Part-time	8
Program Not Available to Part-time	7
Course Every 3 or 4 Years	5
Faculty Attitude	2
Lack of Time/ Personal Reasons	14
Lack of time/ Employment Reasons	25
Education Cost	7
Residency Requirement	1
*Other	4
None Cited	<u>10</u>
	100%

*Other included combinations of the above,
travelling time, particular scheduling difficulties,
difficulty of the courses, responsibilities of
children.

equally significant. Education cost is important for a 7% segment. Residency requirements, faculty attitudes and information needs are much less significant.

This rating of problems or barriers was cross-tabulated against important variables - age, gender, years as a part-time student. Only marginal trends or differentiation emerged. Faculty attitudes are only a problem for the youngest students (18-25 years). Day-time scheduling is not so much a problem for home-makers. Education costs and lack of time due to personal reasons are slightly more often stated as major barriers for women. Again, it can be emphasized that some barriers may be under-reported since they may already have screened out persons most affected by them. The testing of the depth of any one barrier was not within the scope of this survey.

As an additional measure of barriers, respondents were asked if there were courses or programs they would consider but feel they can't take because of their part-time status. These results are presented in TABLE 12 below.

TABLE 12

Are there courses or programs you would consider
but can't take due to your part-time status?

Yes	41%
No	30
Unsure	<u>29</u>
	100%

This would indicate that a very large segment of students feel limited in program or course selection. We speculate that university, faculty or professional association policies would be factors in this perception of limitation. The conditional nature of the question should be noted; this cannot be seen as a rigorous evaluation of a university policy or practice.

Amongst the dozens of subjects and programs mentioned, the following were the most mentioned, (in order of frequency):

- . law (LL.B)
- . variety of Doctoral programs
- . computer science
- . variety of M.A. programs
- . M.L.S.
- . M.S.W.
- . Advanced science courses
- . Business Administration courses

We feel these comments identify areas of potential demand but in no way approximate an estimate of demand or an educational "needs" assessment. Further, many people commented that the actual limitation was in scheduling (particularly of science courses) or their own lack of time.

9.6 CHANGES IN PART-TIME EDUCATION

In the Design Phase, a list of potential or actual solutions to some of the problems just discussed was developed. The respondents were asked to rate the importance of these changes should they occur. The results are presented in TABLE 13.

All of the changes are rated as important by a significant segment of the respondents. Although there is a "utopian" dimension to the question which might elicit positive responses, it is notable that responses vary considerably across the scale, indicating the respondents exercised a reliable degree of discretion. In addition, there is a consistency between the perception of barriers or problems and the subsequent rating of helpful changes. That is, we feel the ratings reflect the relative importance of the potential changes.

Changes in scheduling (especially related to evenings) are rated most important. Somewhat subjective factors - course interest level, a student's own plans, and changes in attitudes - are all considered important. Professional association regulation changes would impact on nearly one-third of the students, in their own perception.

TABLE 13

CHANGES IN PART-TIME EDUCATION

POSSIBLE CHANGE		very "unim- portant"	Unimportant	Neutral	Important	Very Important		
Changes in pre-requisites	24%	25	30	16	5	=	100%	
Changes in scheduling - day/ night	12%	14	21	33	20	=	100%	
Changes in scheduling - summer	11%	14	26	31	17	=	100%	
Changes in courses (interest etc.)	13%	15	36	29	9	=	100%	
Changes in your own plans	11%	14	35	29	11	=	100%	
Additional financial assistance	21%	20	26	19	14	=	100%	
Changes in residency requirements	43%	19	30	5	3	=	100%	
Additional day-care	46%	16	26	6	6	=	100%	
Additional transportation service	42%	19	26	9	4	=	100%	
Additional parking service	35%	15	25	16	9	=	100%	
Changes in attitudes to part-time	23%	15	31	20	11	=	100%	
Changes in Prof. Assoc. Regulations	24	15	37	14	10	=	100%	

Additional financial assistance would affect a similarly large segment. Additional services - like parking and transportation - would affect some, though most would not be interested.

Additional day-care and changes in residency requirements would impact on a small group. Since it is speculated that these factors could prevent some from pursuing part-time studies, we suspect the data may under-estimate their importance. Controls or testing on these factors could not be undertaken at this time.

Of these changes, respondents selected one change which they felt was most important. These results are presented in TABLE 14. The question required a focussing by the respondent on the most relevant change for his or her educational effort.

Again, changes in scheduling, especially related to evenings, are crucial for more than one-third of the respondents. Subjective factors such as course interest, attitudes to part-time study and personal plans are most important for another one-third. Financial assistance is highly rated. Particular services - day-care, parking, transportation - are important for 7% of those sampled. Changes in regulations - both by professional associations and by the university on prerequisites - would be valued by a similarly sized segment.

Cross-tabulation of these "favoured changes" were run against important variables. No clear pattern or variation developed. Financial assistance is more important for younger students and students in their earlier years as part-time students. Changes in personal plans would affect the younger students more also.

TABLE 14

MOST IMPORTANT CHANGE

Changes in Pre-requisites	5%
Changes in Scheduling - Day, Night	22
Changes in Scheduling - Summer	12
Changes in Courses (Interest)	13
Change in own Plans	14
Additional Financial Assistance	12
Change in Residency Requirements	2
Additional Day-care	2
Additional Transportation	2
Additional Parking	3
Change in Attitudes	5
Change in Professional Assoc. Regulations	5
* Other	<u>4</u>
	100%

* Other includes wider selection of courses, Saturday classes, concentrated or intensive courses.

Day-care is much more important for some students - 4% of women select it as the most important change; only .5% of men do. Professional association regulation changes are more important for men than women. Evening students would prefer changes in scheduling related to evening more frequently than other students. Students whose objective is professional certification are significantly (and logically) more interested in changes in association regulations. Students aiming for a graduate degree are more interested in financial assistance and residence requirements. Those who intend to continue taking courses for interest's sake regard changes in courses for interest and changes in their own plans as most important.

The logic or common-sense to these variations serves as a verification of the discretion and thought brought to the survey questions.

9.7 EDUCATIONAL AMBITION

In line with the research interest in professional and graduate education, respondents were asked a conditional question on the likelihood of pursuing various professional objectives. This will give us only a qualified version of demand across the province. These figures are in no way an estimate of demand. In fact, market demand in part-time studies has proven very difficult to gauge in the experience of part-time study planners around the province. These qualified results are presented in TABLE 15. Again, a "utopian" question of this nature is more likely to elicit positive responses. However, we feel the range of responses across the scale indicates cautiously reliable data. Percentages are adjusted for non-response.

TABLE 15

LIKELIHOOD OF PURSUIT OF
PROFESSIONAL AND GRADUATE STUDIES

<u>SCHOOL/DEGREE</u>	Very Unlikely	Unlikely	Neutral	Likely	Very Likely	
Law School	60%	13	10	10	7	= 100%
Engineering School	69%	12	8	6	5	= 100%
Health Services ¹	62%	14	9	8	7	= 100%
Other Professional Schools ²	43%	8	11	17	21	= 100%
M. A. ³	40%	8	13	19	21	= 100%
Ph.D. ³	54%	11	13	9	12	= 100%

1. Medicine, Dentistry and Nursing are mentioned in approximately that order.
2. Social Work, Library Science and Business Administration are mentioned in that order.
3. A full range of liberal arts subjects are covered. Computer Science is frequently mentioned.

Conditionally, there seems to be a segment of the student population with ambitions towards the full range of graduate and professional education. Medical, dental, and engineering schools are rated less likely choices. Masters of Arts, Social Work, and Library Science are areas of considerable demand. Less, but still considerable, interest would be shown in doctoral programs - consistent with opinions on residency requirements noted previously. A significant segment would be interested in law, a fact already evident in earlier comments.

9.8 OPINIONS AND COMMENTS

Nearly one-third of the respondents also made comments of an open-ended kind. These comments reinforced or corroborated the opinions expressed throughout the questionnaire. They emphasized the feelings about significant barriers, motivations, and changes which the statistics present somewhat flatly.

The enthusiastic character of these opinions should be highlighted. We received thank-you letters for conducting the survey, changes or improvements were suggested in detail, scheduling or administrative problems were carefully related, particular teachers were praised or condemned, a great many plaintive anecdotes about the demands of family life and work were recounted.

The opinions were coded in rough categories to provide an over-view. These results are presented in Table 16.

TABLE 16

OPINIONS AND COMMENTS

1.	General satisfaction or praise	72
2.	General dissatisfaction or complaints	4
3.	Comments on scheduling, particular Course requirements or changes suggested flexibility	8
4.	Comments on lack of financial assistance	2
5.	Complaints about teaching	.5
6.	Questionnaire design - compliments and complaints	.4
7.	Miscellaneous - a diverse range of particular problems or opinions, including family and work responsibilities, particular edu- cational objectives, etc.	6
8.	No comment or opinion	<u>72</u>
		100%

9.9 SURVEY DATA

The analysis presented here represents a preliminary view of a wealth of reliable and interpretable data. The survey program is capable of more rigorous or sophisticated analysis. It is capable of answering any number of specific requests from the Ministry, COPUS or the universities. Variables can be explored further; new variables can be created, such as region; various co-relations can be tested.

As previously demonstrated the responses are highly representative of each university's proportion of Ontario total part-time student population and ensure interpretable data for each institution. At this time, university level analysis has not been completed, since the priority of the study was a system-wide review.

This report and subsequent discussion and clarification may suggest particular directions of enquiry which will be useful from a research, policy or planning perspective.

In addition, a survey of this size and reliability can function as a baseline to which further or more specialized or localized surveys could be instructively compared. This effort should allow the refinement of research tools in the field of part-time education.

10 CONCLUSIONS

From the preceding analyses, a series of conclusions can be drawn; some are more qualified or limited. In addition, where appropriate, we have drawn attention to conclusions which suggest possible directions for review, discussion or study. These suggestions address themselves to needs of students, university practice and the articulation or development of Ministry policy. All of the various research components contribute to these individual conclusions.

10.1 NEEDS OF PART-TIME STUDENTS

The typical part-time student is an employed family person, already well educated with a persistent commitment to education. Job or career-oriented education is very important to him/her, and completion of a degree or diploma is a high priority.

Students are generally satisfied with their education experience. The major areas of dissatisfaction are found in the range and scheduling of courses, as expected. Other concerns are with education costs, contact time with professors and availability of counselling and other services, such as child-care.

Student representatives also expressed the view that financial assistance to part-time students was a crucial need.

Specific concerns expressed were:

- (i) provisions in the Ontario Student Aid Plan were felt to discriminate against part-time students,
- (ii) disallowance of certain tax deductions for part-time students also discriminated against part-time status,
- (iii) if possible, universities should make bursaries, scholarships and graduate assistantships available to part-time students.

Part-time students were also found to be an ambitious group; almost half had aspirations to professional (10%) and graduate school education (35%) (see Table 4). Of these two, graduate education was expressed as the priority need. These findings bear out the interest expressed by COPUS in graduate and professional schools, although we cannot, from this survey, make an estimate of demand in any way. A small minority (10%) expressed interest in part-time professional education - this should be an area of further investigation, yet there are more immediate needs which should be satisfied or addressed.

A priority which emerges from the students and key informants is the necessity of making specialized counselling more available to part-timers. Where initiated, this has proven successful; however, significant constraints were cited, related to the funding situation. These constraints also impinge on developing or experimenting with other services such as child-care.

10.2 BARRIERS TO PART-TIME EDUCATION

The most significant barrier experienced by students is the simple fact of the time available for education due to their occupational and personal commitments. Secondly, and related, part-timers also feel that the scheduling of an insufficient range of courses in the evening is a major barrier. Moreover, the concern is expressed that the tenuous nature of longer-term program planning makes it difficult for the student's to rationally plan their programs to achieve their ultimate educational objectives.

Significant, but less concern is directed to issues of program availability including graduate and professional school regulations.

A number of institutions have recognized these problems and begun longer term planning for the part-time student. The major institution barriers thus seen to impact this longer term planning are:

- (i) The perceived role of the university and the place of part-time study in this role.
- (ii) The formal and informal commitment of the university, faculties and academic units to part-time education; the level of commitments expressed in the availability of faculty; the range of courses, and the number of innovative courses for part-time students.

- (iii) Although the universities are autonomous from the Ministry and from each other, concern was expressed that Ministry policy for part-time education was too general and required more specific guidelines and encouragement - especially with respect to innovative offerings to part-time study ("distance" education, off-campus centers, new education technologies such as TELIDON). The organization of more formalized inter-university cooperation in these areas would be a fruitful topic of discussion in the appropriate bodies which now exist.
- (iv) Furthermore, there was a clear institutional need expressed for the Ministry to reconsider the funding mechanisms related to part-time education. Subjects of discussions might include weighted B.I.U.'s, seed or development monies, etc. Given the economics of the eighties and the tightening of government budgets, a number of institutions feared negative impacts and further barriers to part-time study. The fear is that, given the fiscal barriers, many institutions will redirect their resources to protect the "core" of full time education - especially considering the fact that part-time students are more expensive to service.

- (v) In addition, budget restraints were "squeezing" various departments, in that faculty were frequently on overload teaching in the evening and summer. In some cases (sciences, engineering and business) full time demand was taxing enough and part-time demand had not been demonstrated.
- (vi) The difficulty of gauging demand in part-time education makes planning also difficult. As a key example, the study found clear 'interest' in professional education, particularly law, social work and library science, but any initiative would entail extensive planning and discussion with the faculties and professional associations involved, more specific demand assessment and consideration of the economic context of these professions.

10.3 RESEARCH AND INFORMATION NEEDS

In addition, there are several evident directions and needs for further study in the area of part-time education. The responsibility for such research does not necessarily lie with any one body. Work in these areas would assist university and Ministry planners as well as address information requirements of part-time students themselves.

Areas include:

- (i) the development of university-specific program inventories which could address the detailed issues which impact on program availability - scheduling, sequencing of prerequisites, range of options, etc.; this would inter-relate with the development of longer-term planning (eg., 2 year calendars) and specialized counselling.
- (ii) further, in-depth interpretation of the data collected in this survey on the basis of more specific information needs or variables.
- (iii) further, in-depth study of part-time students would address the drop-out or non-returning student and investigate targeted populations amongst non-students or potential students; an eventual product could be the development of marketing research models which can clarify the relation between demand and planning in part-time study.
- (iv) a clear need to investigate the efficacy of various modes of educational delivery including the various and developing methods of 'distance learning', new technologies, innovations in course format, etc.

- (v) a need to investigate the needs and concerns of full-time and part-time faculty members whose attitudes and practice are a crucial component of part-time education; the scope of this study did not include input from this interested party.

Overall, the study found a coherent relation between perceived and institutional barriers. We have drawn attention to the major concerns and the key areas for review and discussion.

ANNEX 1: INVENTORY OF PROGRAM AVAILABILITY

TABLE 17

PART-TIME UNDERGRADUATE PROGRAMS WITH STUDENT
ENROLMENT IN FALL, 1979 *

PROGRAMS	EDUCATION, PHYSICAL EDUCATION AND LEISURE									
	BROCK TON	CARLE- HEAD	GUELPH LAKE- HEAD	LAUREN- TIAN	MCHAS- TER	OTTA- WA	QUEEN'S TORON- TO	TRENT LOO	WES- TERN	YORK LAURIER SOR SON
ELEM./SEC. TEACHER TR.	x			x	x	x	x		x	x
HIGHER, POST-SEC.										
TEACHER TR.										
WINDERG./DPE-SCN TCR.TR.										x
School Librarianship							x			
Education Administration							x			
Education Psychology										
Guidance & Counselling							x			
Curriculum Specialization										
Measurements & Evaluation										
Education Foundations										
Other Non-Teaching Fields									x	
PHYSICAL EDUCATION	x			x	x	x	x		x	x
KINESIOLOGY, HUM.KINET.		x				x		x		
RECREATION				x		x		x		

* Accessibility is indicated separately for both major program levels (eg. PHYSICAL EDUCATION) and minor program levels (eg. SCHOOL LIBRARIANSHIP)

TABLE 1 / (cont'd.)

[illegible]

TABLE 17 (Cont'd.)

PROGRAMS	AGRICULTURE & BIOLOGICAL SCIENCES									
	BROCK TON	CARLE- GUELPH LAKE- HEAD	LAUREN- TIAN	MCMAS- TER	OTTA- WA	QUEEN'S TORON- TO	TRENT WATER- LOO	WES- YORK TERN	WILFRID LAURIER SOR	WIND- RYER- SOH
Animal Science		x								
Plant Science		x								
Soil Science		x								
Other Agriculture		x								
BIOCHEMISTRY		x			x		x	x		x
Genetics						x				
Microbiology		x								
Other Biology	x	x	x	x	x		x	x	x	x
BIOPHYSICS										
ROTANY										
FISH. & WILDLIFE MGMT.		x								
Food, Science & Nutrt.		x								
Oth. House.Sc. & Related		x			x					
VETERINARY MEDICINE								x		x
VETERINARY SCIENCES										
VET. MEDICINE SPEC.										
ZOOLOGY		x								

TABLE 17 (Cont'd.)

HUMANITIES & RELATED

PROGRAMS	BROCK	CARLE-	GUELPH	LAKE-	LAUREN-	MCMAS-	OTTA-	QUEEN'S	TORON-	TRENT	WATER-	WES-	YORK	WILFRID	MIND-	RIVER-
	TON	HEAD	TIAN	TER	MA	TO	LOO	TERN	SON							
CLASSICS, CLASS. LANG.	X	X	X		X	X				X	X	X	X		X	
ENG. LANG./LITERATURE	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
FR. LANG./LITERATURE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
HISTORY	X	X	X	X	X	X	X		X	X	X	X	X	X	X	
JOURNALISM	X															X
Comparative Lit.																
Medieval Lang.																
Asian Lang. & Lit.		X	X				X				X	X	X	X	X	
Slavic Lang. & Lit.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Other Lang. & Lit.																
LIBRARY SCIENCE		X		X			X							X		X
OTHER RECORDS SCIENCE																
LINGUISTICS		X	X		X		X						X		X	
OTHER MASS COMM. ST.		X					X					X			X	
PHILOSOPHY	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
RELIGIOUS STUDIES		X		X	X	X	X	X			X	X	X	X	X	
THEOLOGICAL STUDIES									X							
TRANSL. & INTERPRET.				X		X						X		X		

TABLE 17 (Cont'd.)

TABLE 17 (Cont'd.)

PROGRAMS	FINE & APPLIED ARTS									
	BROCK CARLE- TON	GUELPH LAKE- HEAD TIAN	LAUREN- TIAN	MCMAS- TER MA	OTTA- QUEEN'S TORON- TO	TRENT LOO	WATER- MES- TERN	YORK LAURIER	WILFRID WIND- SOR	RYER- SON
FINE ART	X		X	X	X	X	X	X	X	X
MUSIC	X	X	X	X	X		X	X	X	
OTHER PERFORM. ARTS.	X	X		X	X	X			X	X
Industrial Design Other Applied Arts	X						X	X		X

TABLE 18 (Cont'd)

	FINE & APPLIED ARTS									
PROGRAMS	BROCK CARLE- TON	GUELPH LAKE- HEAD	LAUREN- TIAN	MCNICAS- TER	OTTA- WA	QUEEN'S TORON-	TRENT WATER- LOO	WES- TERN	YORK WILFRID WIND- LAURIER SOR	SON
FINE ARTS						x				
MUSIC						x				
OTHER PERFORM. ARTS								x		
Industrial Design										
Other Applied Arts						x				

TABLE 18 (Cont'd)

PROGRAMS	HUMANITIES & RELATED										
	BROCK TON	CARLE- HEAD	GUELPH LAKE- HEAD	LAUREN- TIAN	MCMAS- TER	OTTA- WA	QUEEN'S TORON- TO	TRENT LOO	WES- TERH	YORK LAURIER SOR	WILFRID WIND- RYER- SOR
CLASSICS, CLASS.LANG.	X				X	X	X			X	
ENG.LANG./LITERATURE	X	X	X	X	X	X	X	X	X	X	X
FR.LANG./LITERATURE	X				X	X	X	X	X		X
HISTORY	X	X	X	X	X	X	X	X	X	X	X
JOURNALISM	X										
Comparative Lit. Mediaeval Lang. Asian Lang. & Lit. Slavic Lang. & Lit. Other Lang. & Lit.	X				X	X	X	X	X	X	X
LIBRARY SCIENCE	X						X		X		
OTHER RECORDS SCIENCE							X				
LINGUISTICS						X	X				
OTHER MASS COMM. ST.											X
PHILOSOPHY	X	X			X	X	X	X	X	X	X
RELIGIOUS STUDIES				X	X	X	X			X	X
THEOLOGICAL STUDIES							X				X
TRANSL. & INTERPRET.											

TABLE 18 (Cont'd)

[illegible]

TABLE 18 (Cont'd)

TABLE 18 (Cont'd)

PROGRAMS	MATHEMATICS & PHYSICAL SCIENCES										
	BROCK TON	CARLE- GUELPH	LAKE- HEAD	LAUREN- TIAN	MCWAS- TER	OTA- WA	QUEEN'S TORONTO	TRENT LDO	WATER- LOO	WES- TERN	YORK LAURIER
COMPUTER SCIENCE	x				x	x	x	x	x		
MATHEMATICS		x	x		x	x	x	x	x	x	x
CHEMISTRY	x	x	x	x	x	x	x	x	x	x	x
GEOLOGY & RELATED	x	x	x	x	x	x	x	x	x	x	x
METALL., MATER. SC.											
Climatology											
Other Meteorology		x									
OCEAN & WATER STUD.											
Astronomy							x				
Aerospace Sciences							x				
Other Physics	x		x		x	x	x	x	x	x	x

TABLE 19

Program Inventory - % Distribution of Student
Enrolment By Program for All
Universities (1979)

Undergraduate Part-Time Students

Program % Distribution

Education

Elementary/Secondary Teacher Tr.	5.4
Kindergarten/Pre-school Teacher Tr.	--*
School Librarianship	0.1
Education Administration	---*
Guidance & Counselling	0.2
Other Non-Teaching Fields	0.5
Physical Education	0.4
Kinesiology, Human Kinetics, etc.	0.1
Recreation	0.1

Sub-Total 6.8

Fine and Applied Arts

Fine Art	1.2
Music	0.5
Other Performing Arts	0.2
Industrial Design	---*
Other Applied Arts	1.9

Sub-Total 3.8

* Enrolment in these programs was too low to indicate a per cent of the total.

TABLE 19 (Cont'd.)

Humanities and Related

Classics and Classical Language	0.2
English Language/Literature	1.7
French Language/Literature	0.7
History	1.1
Journalism	0.1
Mediaeval Languages	---*
Slavic Languages/Literature	---*
Other Languages/Literature	0.2
Library Science	0.1
Linguistics	0.1
Other Mass Communications	0.2
Philosophy	0.2
Religious Studies	0.8
Theological Studies	0.3
Translation & Interpretation	---*

Sub-Total

5.7

Social Sciences and Related

Anthropology	0.5
Archeology	---*
Canadian Studies	0.2
Asian Studies	---*
Slavic Studies	---*
Other Social Sciences	0.1
Communications, Business, Admin., etc.	5.9
Criminology	0.2
Public Administration	0.2
Health Administration	---*
Hotel & Food Administration	---*
Other Specialized Admin. Studies	---*
Economics	1.2
Geography	0.8
Law and Jurisprudence	0.1
Community Planning & Development	0.1
Resource Management/Environmental Studies	---*
Political Science	0.9
Psychology	4.2
Secretarial Studies	0.3
Social Work/Welfare	0.4
Sociology	2.3
Other Social Services	0.2

Sub-Total

17.6

TABLE 19 (Cont'd.)

Agriculture & Biological Sciences

Animal Science	---	*
Plant Science	---	*
Soil Science	---	*
Other Agricultural Studies	---	*
Biochemistry	---	*
Genetics	---	*
Microbiology	---	*
Other Biology	0.4	
Fish & Wildlife Management	---	*
Food & Nutrition	---	*
Other Household & Related Sciences	0.2	
Veterinary Sciences	---	*
Zoology	---	*

Sub-Total

0.6

TABLE 19 (Cont'd.)

Engineering & Applied Science

Architecture	0.2
Aeronautic & Aerospace Eng.	---*
Chemical Engineering	0.1
Civil Engineering	0.2
Electrical Engineering	0.4
Industrial Engineering	0.1
Mining Engineering	---*
Mechanical Engineering	0.2
Metallurgical Engineering	---*
Other Engineering	0.1
Engineering Science	---*
Engineering General	0.1
Forestry	---*
Landscape Architecture	---*

Sub-Total

1.4

Health Professions & Occupations

Dentistry	0.1
Pharmacology	---*
Nursing	0.5
Pharmacy	---*
Epidemiology & Public Health	---*
Occupational Therapy	---*
Physical Therapy	0.1
Medical Technology	---*
Other Health Professions & Occupations	---*

Sub-Total

0.7

TABLE 19 (Cont'd.)

Mathematics & Physical Sciences

Mathematics	0.6	
Chemistry	0.2	
Geology & Related	0.1	
Aerospace Science	0.1	
Other Physics	0.1	
Sub-Total		1.1
Arts Field Unknown	8.9	
Science Field Unknown	1.4	
Arts & Science - General	13.4	
Not Applicable	35.0	
Not Reported	2.3	
Sub-Total		61.0
Total		99.0**
		(N=73123)

** Total does not always add up to 100% due to rounding

TABLE 20

Program Inventory - % Distribution of Student
Enrolment by Program for All
Universities

Graduate Part-Time Students

Program % Distribution

Education

Elementary/Secondary Teacher Tr.	10.3
Higher/Post Secondary Teacher Tr.	0.6
Kindergarten/Pre-school Teacher Tr.	0.2
Education Administration	4.0
Education Psychology	1.4
Guidance & Counselling	2.6
Curriculum Specialization	3.3
Measurement & Evaluation	0.9
Education Foundations	1.3
Other Non-Teaching Fields	3.6
Physical Education	0.5
Kinesiology, Human Kinetics, etc.	0.2
Recreation	0.1
Sub-Total	29.0

Fine and Applied Arts

Fine Art	0.3
Music	0.4
Other Performing Arts	0.1
Sub-Total	0.8

TABLE 20 (Cont'd.)

Humanities and Related

Classics and Classical Language	0.2
English Language/Literature	3.1
French Language/Literature	0.9
History	1.9
Journalism	0.1
Comparative Literature	0.1
Asian Languages/Literature	0.2
Slavic Languages/Literature	0.2
Other Languages/Literature	0.6
Library Science	1.4
Other Records Science	0.1
Linguistics	0.4
Other Mass Communications	0.1
Philosophy	0.9
Religious Studies	1.5
Theological Studies	1.4
Translation & Interpretation	0.9

Sub-Total

14.0

TABLE 20 (Cont'd.)

Social Sciences and Related

Anthropology	0.5
Canadian Studies	0.6
Mediaeval Studies	0.1
Slavic Studies	0.1
Other Social Sciences	0.2
Communications, Business Admin., etc.	17.5
Criminology	0.6
Public Administration	0.4
Health Administration	0.2
Economics	2.1
Geography	1.2
Law and Jurisprudence	1.5
Community Planning & Development	1.4
Political Science	3.0
Psychology	2.4
Social Work/Welfare	1.2
Sociology	1.5
Other Social Services	0.1
Sub-Total	34.6

TABLE 20 (Cont'd.)

Agriculture & Biological Sciences

Animal Science	---	*
Plant Science	0.1	
Soil Science	---	*
Other Agricultural Studies	0.1	
Biochemistry	0.1	
Genetics	---	*
Microbiology	0.1	
Other Biology	0.5	
Biophysics	---	*
Botany	0.2	
Food & Nutrition	0.1	
Other Household & Related Sciences	0.1	
Veterinary Medicine	---	*
Veterinary Sciences	0.1	
Veterinary Medicine Specialties	---	*
Zoology	0.2	

Sub-Total

1.6

Engineering & Applied Science

Architecture	---	*
Aeronautic & Aerospace Eng.	0.2	
Chemical Engineering	1.1	
Civil Engineering	2.0	
Design Systems Engineering	0.1	
Electrical Engineering	2.3	
Industrial Engineering	0.3	
Mechanical Engineering	1.3	
Metallurgical Engineering	0.2	
Other Engineering	1.0	
Engineering Science	0.2	
Engineering General	0.5	
Forestry	0.1	
Landscape Architecture	---	*

Sub-Total

9.3

* Enrolment in these programs was too low to indicate a per cent of the total.

TABLE 20 (Cont'd.)

Health Professions & Occupations

Dental Specialties	0.1
Anatomy	0.1
Biochemistry	0.1
Biophysics	0.1
Pharmacology	0.1
Physiology	0.1
Other Basic Medical Sciences	0.3
Medical Specialties	0.1
Immunology	0.1
Microbiology	---*
Pathology	---*
Other Paraclinical Sciences	0.1
Nursing	0.4
Optometry	---*
Pharmacy	---*
Epidemiology & Public Health	0.7
Aural & Oral Rehab. Medicine	---*
Other Health Professions & Occupations	1.0

Sub-Total	3.3
-----------	-----

Mathematics & Physical Sciences

Computer Science	1.0
Mathematics	1.0
Chemistry	0.7
Geology & Related	0.7
Other Meteorology	---*
Astronomy	---*
Aerospace Science	0.1
Other Physics	0.4

Sub-Total	3.9
-----------	-----

Not Applicable	3.8
Not Reported	0.1

Sub-Total	3.9
-----------	-----

Total	100.0
-------	-------

(N=12073)

TABLE 21

% Distribution of Student Enrolment By Program For All
Universities (1979)

Undergraduate Full-Time Students

Program	% Distribution
<u>Education</u>	
Elementary/Secondary Teacher Tr.	2.5
Kindergarten/Pre-school Teacher Tr.	0.2
School Librarianship	---*
Guidance & Counselling	---*
Other Non-Teaching Fields	---*
Physical Education	2.5
Kinesiology, Human Kinetics, etc.	0.9
Recreation	0.5
Sub-Total	6.6
<u>Fine and Applied Arts</u>	
Fine Art	0.9
Music	1.1
Other Performing Arts	0.6
Industrial Design	0.1
Other Applied Arts	1.9
Sub-Total	4.6

* Enrolment in these programs was too low to indicate a per cent of the total.

TABLE 21 (Cont'd.)

Humanities and Related

Classics & Classical Language	0.1
English Language/Literature	1.9
French Language/Literature	0.9
History	1.4
Journalism	0.7
Comparative Literature	---*
Slavic Languages/Literature	---*
Other Languages/Literature	0.2
Library Science	0.1
Linguistics	0.1
Other Mass Communications	0.6
Philosophy	0.3
Religious Studies	0.4
Theological Studies	0.4
Translation & Interpretation	0.3

Sub-Total

1.4

TABLE 21 (Cont'd.)

Social Sciences and Related

Anthropology	0.3
Archeology	---*
Canadian Studies	0.1
Mediaeval Studies	---*
Asian Studies	---*
Slavic Studies	---*
Other Social Sciences	---*
Communications, Business, Admin., etc.	9.6
Public Administration	0.1
Health Administration	---*
Hotel & Food Administration	0.6
Other Specialized Admin. Studies	---*
Economics	2.7
Geography	1.7
Law & Jurisprudence	2.7
Community Planning & Development	0.6
Resource Management/Environmental Studies	0.2
Political Science	1.7
Psychology	3.0
Secretarial Studies	0.6
Social Work/Welfare	0.9
Sociology	1.3
Other Social Services	---*

Sub-Total

26.1

Table 21 (Cont'd.)

Agriculture and Biological Sciences

Animal Science	0.2
Plant Science	0.3
Soil Science	0.1
Other Agricultural Studies	0.5
Biochemistry	0.3
Genetics	0.2
Microbiology	0.1
Other Biology	2.1
Biophysics	---*
Botany	---*
Fish & Wildlife Management	0.2
Food & Nutrition	0.4
Other Household & Related Sciences	0.8
Veterinary Medicine	0.4
Veterinary Sciences	---*
Zoology	0.2

Sub-Total

5.6

TABLE 21 (Cont'd.)

Engineering and Applied Science

Architecture	0.8
Aeronautic & Aerospace Eng.	0.1
Chemical Engineering	1.1
Civil Engineering	1.5
Design Systems Engineering	0.2
Electrical Engineering	2.0
Industrial Engineering	0.3
Mining Engineering	---*
Mechanical Engineering	1.8
Metallurgical Engineering	0.2
Other Engineering	0.5
Engineering Science	0.4
Engineering General	2.3
Forestry	0.5
Landscape Architecture	0.3

Sub-Total

12.0

Health Professions and Occupations

Dentistry	0.6
Dental Specialties	---*
Medicine (Professional)	2.0
Biochemistry	---*
Endocrinology	---*
Physiology	---*
Medical Specialties	1.2
Immunology	---*
Microbiology	---*
Pathology	0.1
Other Paraclinical Sciences	---*
Surgical Specialties	0.4
Nursing	1.6
Optometry	0.2
Pharmacy	0.5
Epidemiology & Public Health	0.1
Aural & Oral Rehab. Medicine	0.1
Occupational Therapy	0.3
Physical Therapy	0.3
Other Rehab. Study Areas	---*
Medical Technology	0.1
Other Health Professions & Occupations	---*

Sub-Total

7.5

TABLE 21 (Cont'd.)

Mathematics and Physical Sciences

Computer Science	1.4	
Mathematics	2.6	
Chemistry	0.8	
Geology & Related	0.4	
Metallurgy, Materials Science	---	*
Astronomy	---	*
Aerospace Science	---	*
Other Physics	0.4	
Sub-Total		5.6
Arts Field Unknown	5.8	
Science Field Unknown	2.5	
Arts & Science - General	14.2	
Not Applicable	0.8	
Not Reported	1.3	
Sub-Total		24.6
Total		100.0
		(N=139,670)

TABLE 22

% Distribution of Student Enrolment By Program For All Universities (1979)

Graduate Full-Time Students

Program	% Distribution
---------	----------------

Education

Elementary/Secondary Teacher Tr.	1.4
Higher/Post-Secondary Teacher Tr.	0.1
Kindergarten/Pre-School Teacher Tr.	0.8
Education Administration	0.5
Education Psychology	1.1
Guidance & Counselling	0.5
Curriculum Specialization	0.5
Measurement & Evaluation	0.3
Education Foundations	0.4
Other Non-Teaching Fields	0.7
Physical Education	0.7
Kinesiology, Human Kinetics, etc.	0.4
Recreation	0.1

Sub-Total	7.5
-----------	-----

Fine and Applied Arts

Fine Arts	0.4
Music	0.9
Other Performing Arts	0.4
Other Applied Arts	0.1

Sub-Total	1.8
-----------	-----

TABLE 22 (Cont'd.)

Humanities and Related

Classics & Classical Language	0.6
English Language/Literature	3.9
French Language/Literature	0.8
History	2.7
Journalism	0.4
Comparative Literature	0.2
Asian Languages/Literature	0.4
Slavic Languages/Literature	0.4
Other Languages/Literature	0.8
Library Science	2.4
Other Records Science	0.2
Linguistics	0.3
Other Mass Communications	0.2
Philosophy	2.4
Religious Studies	2.4
Theological Studies	0.8
Translation & Interpretation	---*

Sub-Total

18.9

* Enrolment in these programs was too low to indicate a per cent of the total.

TABLE 22 (Cont'd.)

Social Sciences and Related

Anthropology	1.1
Canadian Studies	0.4
Mediaeval Studies	0.7
Slavic Studies	0.1
Other Social Sciences	0.1
Communications, Business, Admin., etc.	11.9
Criminology	0.7
Public Administration	0.2
Health Administration	0.4
Economics	3.8
Geography	2.1
Law & Jurisprudence	0.4
Community Planning & Development	2.2
Resource Management/Environmental Studies	---*
Political Science	3.3
Psychology	5.4
Social Work/Welfare	3.4
Sociology	2.7
Other Social Services	---*
Sub-Total	38.6

TABLE 22 (Cont'd.)

Agriculture and Biological Sciences

Animal Science	0.2
Plant Science	0.3
Soil Science	0.1
Other Agricultural Studies	0.3
Biochemistry	0.3
Genetics	0.3
Microbiology	0.4
Other Biology	2.2
Biophysics	0.1
Botany	0.8
Fish & Wildlife Management	---*
Food & Nutrition	0.2
Other Household & Related Sciences	0.1
Veterinary Medicine	---*
Veterinary Sciences	0.4
Veterinary Medicine Specialties	---*
Zoology	1.6

Sub-Total

7.3

Engineering and Applied Science

Architecture	0.1
Aeronautic & Aerospace Engineering	0.4
Chemical Engineering	1.0
Civil Engineering	1.6
Design Systems Engineering	0.2
Electrical Engineering	2.2
Industrial Engineering	0.3
Mechanical Engineering	1.1
Metallurgical Engineering	0.3
Other Engineering	1.0
Engineering Science	0.5
Engineering General	0.5
Forestry	0.2
Landscape Architecture	0.2

Sub-Total

9.6

TABLE 22 (Cont'd.)

Health Professions and Occupations

Dental Specialties	0.3
Medicine (Professional)	---*
Anatomy	0.2
Biochemistry	0.7
Biophysics	0.5
Pharmacology	0.5
Physiology	0.4
Other Basic Medical Sciences	0.8
Medical Specialties	0.1
Immunology	0.1
Microbiology	0.2
Pathology	0.1
Other Paraclinical Sciences	0.2
Nursing	0.3
Optometry	---*
Pharmacy	0.1
Epidemiology & Public Health	1.4
Aural & Oral Rehab. Medicine	0.4
Other Health Professions & Occupations	0.1

Sub-Total	6.4
-----------	-----

Mathematics and Physical Sciences

Computer Science	1.3
Mathematics	1.6
Chemistry	2.5
Geology & Related	1.6
Metallurgy, Materials Science	0.1
Other Meteorology	0.1
Astronomy	0.2
Aerospace Science	0.1
Other Physics	2.0

Sub-Total	9.5
-----------	-----

Not Applicable	0.5
Not Reported	0.5

Sub-Total	1.0
-----------	-----

Total	100.0
-------	-------

(N=14954)

APPENDICES

Appendix 1: SURVEY OF PART-TIME STUDENTS

- a) Request for Student Lists
- b) Sampling Frame
- c) Schedule of Implementation
- d) Survey Covering Letters
- e) Survey Questionnaire
- f) McMaster University Sampling
Specifications
- g) Special arrangements for
University of Toronto students

For purposes of this study a part-time student is defined as an individual who is pursuing a course of study towards an academic objective (B.A., M.A., diploma) on a part-time basis (less than 4 courses per academic year). In addition, these students must be eligible for ministry funding, and not be correspondence students.

Therefore, we are not considering non-degree/diploma continuing education students not eligible for funding, or part-time correspondence students.

For purposes of our survey, we require 2 lists of your part-time students (as defined above) generated on mailing labels, if possible, plus a complete master-list of all students included on the labels.

On the assumption that your list of part-time students is computerized and in order to facilitate our sampling design, we would greatly appreciate if you could break down the lists by graduate/undergraduate and program.

We are defining programs using the University Student Information System (U.S.I.S.) classification, as the following:

- 1) Education/Physical Education/Recreation & Leisure
- 2) Fine and Applied Arts
- 3) Humanities and Related
- 4) Social Sciences and Related
- 5) Biology/Agriculture Sciences
- 6) Engineering and Applied Sciences
- 7) Health Professionals and Occupations
- 8) Mathematics/Physical Sciences

The specific sub-areas included in each of these programs are taken from the U.S.I.S. manual and attached to this letter for more specific reference.

Thus, to summarize, we are respectfully requesting 2 lists of mailing labels of your part-time students organized as in the schematic below.

Appendix 1a

Dear University Liason Person:

As you are already aware, we have been contracted by the Ministry of Colleges and Universities to undertake a systems wide study of needs and gaps in part-time education in the province.

Our proposal for the study has included the following major research functions to complete the tasks.

1. A comprehensive review of all calendars, literature, policy, statements and studies related to part-time education in Ontario.
2. Interviews with selected key informants at the Universities and Ryerson in order to investigate the direct and indirect policies for part-time study.
3. Interviews with selected professional associations to investigate their policies related to part-time study.
4. Interviews with selected part-time student organizations to obtain their perspective.
5. A survey of a selected sample of active part-time students to assess their needs, and perceived gaps to part-time study across the province.

Although we realize this is a very busy time of year at all institutions, we are respectfully requesting your assistance in undertaking certain tasks required to complete this work.

Specifically these tasks are;

1. To obtain from your institution a list of all part-time students registered in the year 1980/81.

UNDERGRADUATES

- 1) Education/Physical Education/Recreation & Leisure
- 2) Fine and Applied Arts
- 3) Humanities and Related
- 4) Social Sciences and Related
- 5) Biology/Agriculture Sciences
- 6) Engineering and Applied Sciences
- 7) Health Professions and Occupations
- 8) Mathematics/Physical Sciences

GRADUATES

- 1) Education/Physical Education/Recreation & Leisure
- 2) Fine and Applied Arts
- 3) Humanities and Related
- 4) Social Sciences and Related
- 5) Biology/Agriculture Sciences
- 6) Engineering and Applied Sciences
- 7) Health Professions and Occupations
- 8) Mathematics/Physical Sciences

If you have any problems or questions in meeting this request, please call us, rather than assuming specific details of the layout. In addition, please don't forget the master-list.

Again, we do realize this is a busy time and appreciate your assistance in helping us complete the survey. For any additional information, please call us and we will be happy to answer your questions.

Sincerely,

Robert Coughlin
Senior Partner
The Levy-Coughlin Partnership

Appendix 1:b)

	Total Population	N	Sample	Total	%	N	Sample
Brock	2335	115	→ 120	443	3.63	22	→ 30 every 15
Carleton	5276	261	→ 120	862	7.07	43	→ 30 every 20
Guelph	1126	56	→ 120	109	0.89	5	→ 30 every 4
Lakehead	1197	59	→ 120	129	1.06	6	→ 30 every 5
Laurentian	2999	148	→ 120	168	0.38	8	→ 30 every 6
McMaster	2856	141	→ 120	782	6.41	39	→ 30 every 20
Ottawa	5574	275	→ 120	1665	13.65	82	→ 30 every 20
Queens	3073	152	→ 120	427	3.50	21	→ 30 every 14
Toronto	11513	569	→ 120	4119	33.77	203	→ 30 every 20
Trent	1135	56	→ 120	7	0.06	0	→ 7
Waterloo	1643	81	→ 120	744	6.10	37	→ 30 every 20
Western	4948	244	→ 120	768	6.30	38	→ 30 every 20
Windsor	2449	121	→ 120	484	3.97	24	→ 30 every 16
York	11260	556	→ 120	1273	10.44	63	→ 30 every 20
Wilfred Laurier	2562	126	→ 120	218	1.79	11	→ 30 every 7
Ryerson	8867	438	→ 120	-	-	-	-
TOTALS	68,813	3398	3631	12,198	100.00	602	722
					%		
					100.00	3398	3631
					15.06	602	722
					100.00	602	722

* Based on 1980 - 81 enrolment data

APPENDIX 1c

SCHEDULE OF SURVEY IMPLEMENTATION

- Wednesday, Jan. 21, 1981 - First mailing of Questionnaire
and Letter
- Wednesday, Jan. 28, 1981 - Mailing of Reminder/Thank You
Post-card
- Wednesday, Feb. 11, 1981 - Mailing of Follow-up Letter
and Questionnaire
- Monday, March 16, 1981 - Final Cut-off Date for Responses

Appendix 1:d) Minister's Covering Letter



Office of the
Minister

Ministry of
Education

Ministry of
Colleges and
Universities

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2
416-965-5277

January 1981

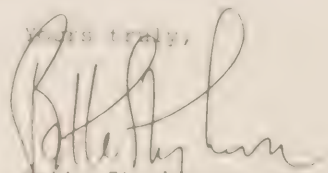
Dear Part-time Student:

The Ministry of Colleges and Universities and the Canadian Organization of Part-time University Students have become aware of possible gaps or barriers to part-time education in Ontario. To find out more about these problems, the Ministry has engaged the Levy-Coughlin Partnership to conduct an independent research study which includes a province-wide survey of part-time students in Ontario Universities and Ryerson Polytechnical Institute.

You are one of a small number of students being asked to give your opinion on these matters. Your name was drawn in a random sample of the province. In order that the results truly represent the thinking of part-time students, it is important that each questionnaire be completed and returned.

A copy of the survey is enclosed. I urge you to take a few moments to fill out and return it. Of course, all your responses are completely confidential.

Thank you for assisting the Levy-Coughlin Partnership with this important research.

Yours truly,

Betty Stephenson, M.D.
Minister

Enclosure

Appendix 1:d) Reminder/Thank you Post Card

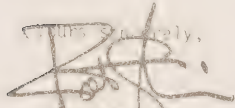
January 27, 1981

Dear part-time student,

Last week a questionnaire seeking your opinion about possible barriers to part-time education in Ontario was mailed to you. Your name was drawn in a random sample of Ontario students.

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. Because it has been sent to only a small representative sample, it is extremely important that yours be included in the study if the results are to accurately represent the opinions of part-time students.

If by some chance, you did not receive the questionnaire, or it was misplaced, please let me know right away and another will be sent to you.

Sincerely,


Robert Coughlin
Project Director
THE LEVY-COUGHLIN PARTNERSHIP

Appendix 1:d)

LCP THE LEVY-COUGHLINE PARTNERSHIP

Social Research & Management Consultation

12 Cumberland Street, 2nd floor/Toronto
Ontario M4W 1J5

Tel. (416) 961-8852

February 11, 1981

Dear part time student;

About three weeks ago, you were sent a questionnaire requesting your opinions on part-time education in Ontario. As of today, we have not received your completed questionnaire.

This survey has been undertaken for the Ministry of Colleges and Universities because it was felt that the opinions of part-time students would be crucial to understanding any gaps or barriers to part-time education in Ontario.

I am writing to you because of the significance each questionnaire has to the usefulness of this study. Your name was drawn through a scientific sampling process in which every part-time student in Ontario had an equal chance of being selected. In order for the results of the survey to be truly representative of the opinions of all Ontario part-time students it is essential that each person in the sample return their questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Yours sincerely

Robert Coughlin
Project Director
THE LEVY-COUGHLINE PARTNERSHIP

Enclosure

Appendix 1e) Survey Questionnaire

SURVEY OF 1980-81
PART-TIME STUDENTS
IN ONTARIO UNIVERSITIES
AND RYERSON POLYTECHNICAL
INSTITUTE



WE WANT YOUR OPINIONS
ON PART-TIME EDUCATION
IN
ONTARIO

On behalf of the Ontario Ministry of Colleges and Universities,
The Levy-Coughlin Partnership is conducting a province-wide survey of
part-time students and their opinions on part-time education.

This questionnaire will take about 10 minutes. Please follow all
instructions carefully, then return it as soon as possible in the
envelope provided.

Your responses are completely confidential. The identification number on
this questionnaire simply allows us to know which questionnaires have
been returned. Thank you for your participation.

SI VOUS PREFEREZ REPENDRE EN FRANCAIS
INDIQUEZ ICI ☐ ET RETOURNEZ

LCP THE LEVY-COUGHLIN PARTNERSHIP
A RESEARCH & MANAGEMENT CONSULTATION
2 ST. CLAIR AVENUE EAST, SUITE 205,
TORONTO, ONTARIO M4T 2T5

Please write or circle numbers where appropriate

1 Could you comment on the degree to which you are able to fulfill your educational objectives as a part time student? (Please circle appropriate number)

VERY INCOMPLETELY 1 INCOMPLETELY 2 NEUTRAL 3 COMPLETELY 4 VERY COMPLETELY 5

2 A variety of goals and factors may influence part time study. How important are each of the following to you as reasons for enrolling in part-time study? (Circle appropriate number)

	VERY UN IMPORTANT	UN IMPORTANT	NEUTRAL	IMPORTANT	VERY IMPORTANT
1 CREDIT IN UNDER GRADUATE DEGREE	1	2	3	4	5
2 CREDIT TO GRADUATE DEGREE	1	2	3	4	5
3 CREDIT TO PROFESSIONAL CERTIFICATION	1	2	3	4	5
4 CREDIT TO CERTIFICATE OR DIPLOMA	1	2	3	4	5
5 GENERAL INTEREST IN TAKING COURSE(S)	1	2	3	4	5
6 INTEREST IN TAKING SPECIFIC COURSE(S)	1	2	3	4	5
7 TAKING COURSE RELATED TO JOB/CAREER	1	2	3	4	5
8 NOT ENOUGH TIME FOR FULL TIME STUDY DUE TO WORK REASONS	1	2	3	4	5
9 NOT ENOUGH TIME FOR FULL TIME STUDY DUE TO PERSONAL REASONS	1	2	3	4	5
10 INSUFFICIENT FINANCING FOR FULL TIME STUDY	1	2	3	4	5
11 DO NOT HAVE PRE-REQUISITES FOR FULL TIME STUDY	1	2	3	4	5
12 OTHER (SPECIFY)					
	1	2	3	4	5

From 1) to 13) above, could you state which is the major reason for your enrollment in part-time study?

(Put number of item in box)

Comments

4. Could you state your degree of satisfaction with the following aspects of your part-time education? (Please circle appropriate numbers)

PLEASE DO NOT
WRITE IN THIS
SPACE

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	
	1	2	3	4	5	
RANGE OF PROGRAMS						24 <input type="checkbox"/>
RANGE OF COURSES AVAILABLE	1	2	3	4	5	25 <input type="checkbox"/>
QUALITY OF LECTURES AND TEACHING	1	2	3	4	5	26 <input type="checkbox"/>
SCHEDULING OF CLASSES AND COURSES	1	2	3	4	5	27 <input type="checkbox"/>
SIZE OF CLASSES	1	2	3	4	5	28 <input type="checkbox"/>
AVAILABILITY OF COUNSELLING	1	2	3	4	5	29 <input type="checkbox"/>
CONTACT TIME WITH PROFESSORS	1	2	3	4	5	30 <input type="checkbox"/>
CONTACT TIME WITH OTHER STUDENTS	1	2	3	4	5	31 <input type="checkbox"/>
YOUR REPRESENTATION BY THE PART-TIME STUDENT ASSOCIATION	1	2	3	4	5	32 <input type="checkbox"/>
Comments _____						33 <input type="checkbox"/>

5. With regard to your needs and concerns as a part-time student, could you comment on the flexibility of:

a) the university/faculty administration? _____ 34 ☐

b) your instructors? _____ 35 ☐

6. Considering the time you've spent in part-time study, could you tell us to what degree the following have been barriers or problems to you in successfully continuing your academic program?

	NO PROBLEM	NOT USUALLY A PROBLEM	NEUTRAL	SOMETIMES A PROBLEM	A MAJOR PROBLEM	
	1	2	3	4	5	
1. AVAILABILITY OF INFORMATION ON COURSES OR PROGRAMS						36 <input type="checkbox"/>
2. COURSES OFFERED IN DAYTIME ONLY	1	2	3	4		37 <input type="checkbox"/>
3. PRE-REQUISITE COURSES OFFERED IN DAYTIME ONLY	1	2	3	4		38 <input type="checkbox"/>
4. COURSE NOT AVAILABLE TO PART-TIME STUDENT	1	2	3	4		39 <input type="checkbox"/>
5. PROGRAM NOT AVAILABLE TO PART-TIME STUDENT	1	2	3	4		40 <input type="checkbox"/>
6. COURSE OFFERED EVERY 3 OR 4 YEARS	1	2	3	4		41 <input type="checkbox"/>
7. FACULTY ATTITUDES TO PART-TIME STUDENTS	1	2	3	4		42 <input type="checkbox"/>
8. LACK OF TIME DUE TO PERSONAL REASONS	1	2	3	4		43 <input type="checkbox"/>
9. LACK OF TIME DUE TO EMPLOYMENT REASONS	1	2	3	4		44 <input type="checkbox"/>
10. EDUCATION COST	1	2	3	4		45 <input type="checkbox"/>
11. RESIDENCY REQUIREMENTS	1	2	3	4		46 <input type="checkbox"/>
12. OTHER (SPECIFY)	1	2	3	4		47 <input type="checkbox"/>
						48 <input type="checkbox"/>

From 1) to 12) above, could you state which is the major problem you face or have faced?

(Put number of item in box)

Comments: _____

Because you are a part-time student, are there courses or programs you would consider taking but can't?

(Circle appropriate number)
1 Yes 1 No 3 Unsure

If yes, what are they?

1 _____

3 _____

How important would changes in the following areas be in alleviating problems?

(circle appropriate number)	VERY UN- IMPORTANT	UN- IMPORTANT	NEUTRAL	IMPORTANT	VERY IMPORTANT
CHANGES IN PRE-REQUISITES	1	2	3	4	5
CHANGES IN SCHEDULING RELATED TO DAY/NIGHT	1	2	3	4	5
CHANGES IN SCHEDULING RELATED TO SUMMER	1	2	3	4	5
CHANGES IN COURSES (FOR INTEREST & RELEVANCE, ETC.)	1	2	3	4	5
CHANGES IN YOUR OWN PLANS	1	2	3	4	5
ADDITIONAL FINANCIAL ASSISTANCE	1	2	3	4	5
CHANGES IN RESIDENCY REQUIREMENTS	1	2	3	4	5
ADDITIONAL DAY CARE SERVICES	1	2	3	4	5
ADDITIONAL TRANSPORTATION SERVICES	1	2	3	4	5
ADDITIONAL PARKING SERVICES	1	2	3	4	5
CHANGES IN ATTITUDE TO PART-TIME STUDY	1	2	3	4	5
CHANGES IN PROFESSIONAL ASSOCIATION REGULATIONS	1	2	3	4	5
OTHER (SPECIFY)	1	2	3	4	5

10 From 11 to 13) above, which changes would help you the most?

(Put number of item in box)

Comments? _____

What is your ultimate educational objective? (Please circle appropriate number.)

1. PROFESSIONAL CERTIFICATION (e.g., LAWYER, DOCTOR)
2. UNDERGRADUATE DEGREE (e.g., B.A. or B.Sc.)
3. TO CONTINUE TAKING COURSES FOR MY OWN INTEREST
4. GRADUATE DEGREE (e.g., M.A. or Ph.D.)
5. D.P.M.A.
6. OTHER (SPECIFY) _____

- 12 At present, part-time study is not available in some subject matter areas. If it were available, what is the likelihood you would pursue a degree/certificate in the following areas completely through part-time study? (Circle appropriate number in each case)

	VERY UNLIKELY 1	UNLIKELY 2	NEUTRAL 3	LIKELY 4	VERY LIKELY 5
LAW SCHOOL					
ENGINEERING SCHOOL	1	2	3	4	5
HEALTH SERVICES e.g. medicine, dentistry, etc. (SPECIFY):	1	2	3	4	5
OTHER PROFESSIONAL SCHOOLS e.g. library science, social work, etc (PLEASE SPECIFY):	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
M.A. (SPECIFY):	1	2	3	4	5
PH.D. (SPECIFY):	1	2	3	4	5
OTHER (SPECIFY):	1	2	3	4	5

Do you plan to: (circle appropriate number in each case)

• enroll as a part-time student next year? 1 Yes 2 No 3 Unsure

• enroll as a full-time student next year? 1 Yes 2 No 3 Unsure

- 13 The following information is important for the research findings.

- a) University _____
- b) Faculty/School _____
- c) Program _____ if not decided, please check ☐
- d) Graduate ☐ Undergraduate ☐ (please check)
- e) Year of Study _____
- f) Number of courses you are taking this year? _____
- g) Number of courses completed as a part-time student? _____
- h) Number of years as a **part-time** student? _____
- i) Number of years as a **full-time** university/Ryerson student? _____
- j) Time of classes? (circle appropriate number)

1 day 2 evening 3 day and evening

PLEASE DO NOT
WRITE IN THIS
SPACE

☐ ☐ ☐ ☐
1 2 3 4

CARD ☐ 5

6 ☐

7 ☐

8-9 ☐ ☐

10-11 ☐ ☐

12-13 ☐ ☐

14-15 ☐ ☐

16-17 ☐ ☐

18-19 ☐ ☐

20 ☐

21 ☐

22-23 ☐ ☐

24-25 ☐ ☐

26-27 ☐ ☐

28 ☐

29 ☐

30 ☐

31-32 ☐ ☐

33-34 ☐ ☐

35-36 ☐ ☐

37 ☐

PLEASE DO NOT
WRITE IN THIS
SPACE

15 We would also like to know more about yourself to help interpret survey responses
Please write or circle where appropriate

a) Your sex? 1 Male 2 Female

b) Your age? _____ yrs

c) Your marital status? 1 Single
2 Married or Common-law
3 Separated or Divorced
4 Widowed

d) Your personal income last year?

1 \$7 500 or less
2 \$7 501 to \$15 000
3 \$15 001 to \$25 000
4 \$25 001 to \$35 000
5 \$35 001 +

e) Your occupational status?

1 Employed full time
2 Employed part time
3 Unemployed
4 Homemaker
5 Homemaker & employed
6 Retired
7 Other (specify) _____

f) If employed, your occupation? _____

g) Your highest completed year of education?

1 Grade 8 or less	8 B.A. / B.Sc. / B. Comm. etc.
2 Grades 9-11	9 Honours B.A. / B.Sc. / B. Comm.
3 Grade 12	10 Some Graduate Study
4 Grade 13	11 M.A.
5 Some Community College or CEGEP	12 Some Doctoral Study
6 C.C. Diploma	13 Ph.D.
7 Some University	14 Other (specify) _____

1A ☐

20.1 ☐

31 ☐

42 ☐

43 ☐

44 ☐

45-46 ☐

47 ☐

48 ☐

PLEASE DO NOT
WRITE IN THIS
SPACE

Is there anything else you would like to tell us about your views on part-time education in Ontario? If so, please use this space for that purpose?

49-50 ☐ ☐

YOUR CONTRIBUTION TO THIS RESEARCH IS GREATLY APPRECIATED

Appendix 1:f) McMaster University
Sampling Specifications

McMASTER UNIVERSITY

OFFICE OF THE REGISTRAR

1280 Main Street West, Hamilton, Ontario, L8S 4L8
Telephone: 525-9140

17:40

January 16, 1981

Mr. Scott Forsyth
Research Associate
The Levy-Coughlin Partnership
2 St. Clair East, Suite 205
Toronto, Ontario
M4T 2T5

Dear Mr. Forsyth:

I have enclosed the three sets of labels also listing as requested in your letter of January 5, 1981 addressed to Mr. S. Darling, Registrar.

The method for producing the above was as follows:

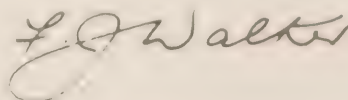
1. Extract of part-time students taken from our November 1 U.S.I.S. reporting file.
2. Sorting of all students within academic programme and within graduate level and undergraduate level, spearate sorts.
3. Finder file created by selecting every 20th student from each level, separate run.
4. Matching of our finder file against our current master file for retrieval of updated addresses.
5. Production of labels and listing.

Undergraduate total 137 from 2756

Graduate total 40 from 815

If you require any further information you can contact me by telephone at (416) 525-9140 Ext. 4457.

Sincerely,



F. J. Walker
Associate Registrar
(Records)

FJW/lw
Encl.

Appendix 1:g) Special Arrangements For
University of Toronto Students

OFFICE OF ACADEMIC STATISTICS / UNIVERSITY OF TORONTO
TORONTO, ONTARIO M5S 1A1



January 22, 1981.

Mr. S. Forsyth,
Research Associate,
The Levy-Coughlin Partnership,
Social Research & Management Consultation,
2 St. Clair Avenue East, Suite 205,
Toronto, Ontario.
M4T 2T5

Dear Mr. Forsyth,

University of Toronto sample has been now selected as per your specification of January 5, 1981.

First, all records were sorted alphabetically, within first digit SPEMAJ, within UG/G status. Subsequently, every 20th student in the UG group was selected till a total of 569 was reached, and every 20th student in the G group was selected till a total of 203 was reached. The enclosed table illustrates the process. A copy of the MarkIV subroutine actually used in the selection is also enclosed. I believe it is self-explanatory.

Please let me know if there are any questions.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "Jurek M. Tusiewicz".

Jurek M. Tusiewicz,
Director.

JMT:kc

Encl.

Office of Academic Statistics
University of Toronto

LCP SAMPLING VERIFICATION

A	B	C	D	E	F	G	H
SPEMAJ GROUP	GROUP SIZE	BALANCE PREVIOUS GROUP	ADJUSTED SIZE (B + C)	SAMPLE RUN (O F 20)	BALANCE THIS GROUP (D-E)	SAMPLE SIZE (E-20)	ACTUALLY SELECTED
UG							
0	8128	0	8128	8120	8	406	406
1	1959	8	1967	1960	7	98	98
2	21	7	28	20	8	1	1
3	191	8	199	180	19	9	9
4	823	19	842	840	2	42	42
6	194	2	196	180	16	9	9
7	197	16	213	200	13	10	4
TOTAL	11513					575	569
GRAD							
1	1890	0	1890	1880	10	94	94
2	52	10	62	60	2	3	3
3	535	2	537	520	17	26	26
4	794	17	811	800	11	40	40
5	60	11	71	60	11	3	3
6	476	11	487	480	7	24	24
7	177	7	184	180	4	9	9
8	135	4	139	120	19	6	4
TOTAL	4119					205	203

JMT:kc

January 19, 1981.



January 26, 1981

Mr. S. Forsyth,
Research Associate,
The Levy-Coughlin Partnership,
Social Research & Management Consultation,
2 St. Clair Avenue East, Suite 205
Toronto, Ontario.
M4T 2T5

Dear Mr. Forsyth,

Your survey material was received in the afternoon on Thursday, January 22. The mailing was completed the next day. Survey ID numbers were assigned as follows:

<u>Graduate students</u>	<u>ID numbers</u>	<u>Sample size</u>
education	1706 - 1799	94
fine and applied arts	1800 - 1802	3
humanities	1803 - 1828	26
social sciences	1829 - 1868	40
biology	1869 - 1871	3
engineering	1872 - 1895	24
health	1896 - 1904	9
mathematics/physics	1905 - 1908	4
<u>Undergraduate students</u>		
undifferentiated Arts & Science	1909 - 2314	406
education	2315 - 2412	98
fine and applied arts	2413 - 2413	1
humanities	2414 - 2422	9
social sciences	2423 - 2464	42
engineering	2465 - 2473	9
health	2474 - 2477	4

Please let me know what is the revised schedule for the follow-up.

Yours sincerely,

Jurek M. Tusiewicz,
Director.

JMT:kc



University of Toronto TORONTO ONTARIO M5S 1A1

OFFICE OF THE VICE-PRESIDENT (RESEARCH AND PLANNING) AND REGISTRAR

16 January 1981

Dear Part-time Student:

Under University policy a questionnaire directed to students falls within the guidelines on the use of human subjects in research. The Levy-Coughlin project was examined by a Review Committee. It was decided that names and addresses of students should not be given to consultants; questionnaires will be mailed by administrative offices of the University.

Copies of the enclosed questionnaire have now been mailed. Please respond directly to the Levy-Coughlin Partnership. We will eventually receive a list with identification numbers of returned questionnaires so that a follow-up letter may be sent (again from the University) to those who did not reply. The identity of all students involved will be fully protected.

If you have any questions regarding this project you may call the University's Office of Academic Statistics, tel. 978-2130, or the Levy-Coughlin Partnership, tel. 961-8852.

Yours sincerely,

H. C. Eastman
Vice-President

(Research and Planning)
and Registrar

Appendix 2: REVIEW OF UNIVERSITY POLICIES

- a) Letter to Advisory Committee
- b) Letter to Liaison Person at each University
- c) Key Informants Interviewed
- d) Survey of University Policies
- e) Survey of Academic Unit Policies

Appendix 2:a) Letter to Advisory Committee

December 4, 1980

Mr. Peter Silcox
Principal
Woodsworth College
University of Toronto
119 St. George Street
Toronto, Ontario

Dear Mr. Silcox:

Thank you for assistance thus far with the Study on part-time education in Ontario. We would like to request your comments on the next phase of the study. The other members of the advisory committee proposed by University contacts are also being approached for comments.

Enclosed for your attention is the draft version of a package which will be sent to each institution contact person. It outlines a procedure for collection of information through a questionnaire designed for University-wide perspectives and a questionnaire designed for faculty specific perspectives. Extra copies of each questionnaire would be included to accommodate all relevant informants. Interviews with key University and faculty spokespeople are also proposed, after the questionnaires have been returned. About 5 weeks lead-time has been allowed to complete the questionnaires and a longer period to set-up interviews.

The procedure and questionnaires have been approved by the Study Steering Committee, including representatives of the Ministry and C.O.P.U.S. Now, we would greatly value the advisory committee member's input on both the procedure and the questionnaires. As we are under a tight time-frame we would appreciate your comments or suggestions by Friday, December 12, 1980. Please write, or speak to myself or Scott Forsyth, Research Associate.

We have also enclosed, for your information, a draft copy of the Part-Time Student Survey to be conducted in January 1981. As all the enclosed instruments are drafts, we request that they remain confidential at this point.

Thank you for your time and attention.

Yours sincerely

Robert Coughlin
Senior Partner

c.c. Dr. T. Guinsburg - University of Western Ontario
Dr. M. Waldron - University of Guelph

Encl.

December 17, 1980

Dear University Liason Contact Person:

Thank you very much for your assistance thus far with the Study on Part-Time Education which we are conducting for the Ministry of Colleges and Universities. We would like to ask for your co-operation on the next phase of the research.

Enclosed are copies of two survey questionnaires which request facts and opinions about policies and practice with regard to part-time education from individuals responsible for policies and implementation. The first questionnaire focuses on the University wide perspective. The second questionnaire is directed to the academic unit level (faculties, schools, etc.). We felt that you may wish to provide the University wide perspective yourself, but also have enclosed extra copies should you decide other respondents would be helpful in assisting you to co-ordinate a response. We also enclosed extra copies of the academic unit questionnaire and are relying on your discretion in distribution to the appropriate informants (again, including yourself), taking into account the special features of your University and the particular variations from academic unit to academic unit. Appropriate informants for this questionnaire might include Faculty Deans, College Principals, Professional School Deans or the Director of Part-Time Studies.

Again, we are relying on you to select the appropriate people and distribute the questionnaires. We would hope that you could collect the completed questionnaires and return them to us by no later than January 26th, 1981.

We also would like to visit your University on _____ and would like to arrange three to five individual interviews for us, at that time, with the most appropriate key informants in part-time education at your University. Again, we rely on your expertise to select the best spokespeople for the University and the varied perspectives involved. In particular, these interviews would focus on issues and concerns which cannot be captured in a written questionnaire. We consider these interviews a key method for the transmission of University views to the Ministry of Colleges and Universities.

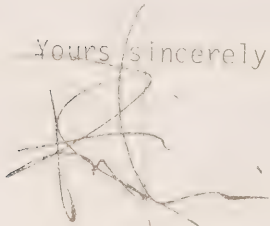
December 17, 1980

One particular objective of the study is to investigate policies and practices related to part-time study in the professional schools (e.g., law, medicine, engineering). We would hope you would consider selecting interviewees and questionnaire respondents with this emphasis in mind.

In summary, we would like to receive the completed questionnaires by January 26th, 1981 and then, to visit your University on to conduct interviews with key University or academic unit spokes-people. Please let us know, as soon as possible, if this procedure and date are convenient. We realize this places the burden of co-ordinating work on you, and we thank you in advance for this. We also feel that these efforts will allow your University to be fully accounted for in the study. Should there be any problems, please call either myself or Scott Forsyth, Project Co-ordinator. Again, thank you very much for your time and effort.

In addition, for your information, a copy of the Survey of Part-Time Students will be forwarded to you when copies are available from the printers.

Yours sincerely,



Robert Coughlin
Senior Partner
The Levy-Coughlin Partnership

RC/jh
Encls.

Appendix 2:c) Key Informants Interviewed

BROCK UNIVERSITY

J. F. Bird, Director, Part Time Programs

Prof. V. Cicci, Chairman, Department of
Continuing Studies
College of Education

Prof. R. Hanrahan, Director, School of
Administrative Studies

Dr. William Matheson, Vice-President and Dean,
Division of Social Sciences

CARLETON UNIVERSITY

T. J. Ryan, Vice-President (Academic)

F. Gildenhuys, Director, School of
Continuing Education

W. Black, Associate Dean, Faculty of Engineering

University of Guelph

Prof. D. Murray, Acting Dean, College of Arts

Prof. Vanderkamp, Dean, Social Science

Prof. S. Luker, Chairman, Part-Time and General Studies

Prof. D. C. Maplesden, Dean, Ontario Veterinary College

Mr. A. Holmes, Registrar

R. Heath, P. Tron, Associate Registrars

President D. Forster

Dr. M. Waldron, Director, Part-Time Studies and other
colleges - Continuing Education

LAKEHEAD UNIVERSITY

D. Pakulak, Associate Registrar
Continuing Education

Dr. E. Zimmerman, Dean of Arts

Dr. J. Mothersill, Dean of Science

Dr. S. MacGillivray, Chairman, Senate Committee
on Continuing Education

Dr. Rosehart, Dean of University Schools

LAURENTIAN UNIVERSITY

R. Wallingford, Director, School of Physical &
Health Education

K. Bastin-Millar, Director, School of Social Work

A. Gibert, Dean of Social Science

P. Sabourin, Dean of Humanities

D. Hilldrup, Director, School of Commerce and
Administration

G. Viverais, Acting Director, School of Nursing

John Valliquete, Part-Time Co-ordinator,
School of Education

P. Blenkinsop, Associate Director, Center for
Continuing Education

McMASTER UNIVERSITY

Dr. M. W. Johns, Co-ordinator, Part-Time Degree
Studies

Dr. M. P. Halsall, Assoc. Dean of Studies,
Faculty of Humanities

Dr. L. J. King, Vice-President, Academic

Dr. R. W. Hornosty, Assoc. Dean of Studies,
Faculty of Social Science

UNIVERSITY OF OTTAWA

Dr. R. G. Tross, Director of Continuing
Education

Dr. M. Hammelin, Dean, Faculty of Arts

Dr. Y. Poirier, Dean, Faculty of Education

Y. Grandchamp, Associate Dean,
Science and Engineering

Dr. A. D'Iorio, Vice Rector Academic

Dr. J. M. Beillard, Secretary

Deans H. A. Hubbard and R. A. Laundry,
Faculty of Law

Dr. M. Lussier, Secretary, Faculty of
Social Sciences

Queen's University

Professor A. J. Baumgart, Dean, School of Nursing

Mr. R. Wardle, Director of Part-Time Studies

Dr. D. G. Sinclair, Dean, Faculty of Arts and Science

University of Toronto

Professor Peter Silox, Principal, Woodsworth College,
(and colleagues)

Professor Roger Wolff, Associate Dean, Faculty of
Management Studies

Mr. Roy Fischer, Registrar, School of Graduate Studies

Dr. D. Lang, Assistant Vice-President, Research and
Planning

Dr. J. Grieg, Faculty of Education

TRENT UNIVERSITY

Dr. L. Rubinoff, Principal, Julian Blackburn
College

E. Pipher, Director, Julian Blackburn College

Prof. D. Gallop, Dean, Faculty of Arts & Science

Prof. I. Chapman, Director, Administrative &
Policy Studies Program

and several other colleagues

University of Waterloo

Dr. Tom Brztowski, Vice-President Academic

Dr. Gary Griffin, Associate Dean of Arts

Mr. Ian Campbell, Principal, Renison College

University of Western Ontario

T. Guinsburg, Dean, Part-Time and Continuing Education

R. Martin, Director, Part-Time Studies

H. Stewart, Dean, Graduate Studies

S. Reid, Mature Student Advisor

University of Windsor

J. Brown, Dean, Arts

Dr. P. Carsavo, Vice-President Academic

Dean Philipps, Social Science

York University

J. McNeil, Director of Admissions

D. Gibson, Liaison

H. Kaplan, Dean of Arts

H. Crowe, Dean, Atkinson College

R. Bordessa, Atkinson College

WILFRED LAURIER UNIVERSITY

Dr. F. Little	-	Director of Continuing Education
Dr. Weir	-	Vice-President Academic
J. Wilgar	-	Registrar
Dr. A. Berczi	-	Dean, Graduate Studies
V. Hall	-	Chairman, Senate Committee on Part-Time Study

Ryerson Polytechnical Institute

K. MacKenacher, Dean, Continuing Education

J. Brunzell, Registrar

Appendix 2:d)

PART-TIME EDUCATION

PROGRAM AVAILABILITY AND STUDENT NEEDS
IN ONTARIO UNIVERSITIES AND RYERSON
POLYTECHNICAL INSTITUTE

SURVEY OF UNIVERSITY POLICIES

PART-TIME EDUCATION

PROGRAM AVAILABILITY AND STUDENT NEEDS IN ONTARIO UNIVERSITIES AND RYERSON POLYTECHNICAL INSTITUTE

SURVEY OF UNIVERSITY POLICIES

ON BEHALF OF THE MINISTRY OF COLLEGES AND UNIVERSITIES, THE LEVY-COUGHLIN PARTNERSHIP IS CONDUCTING AN INDEPENDENT RESEARCH STUDY OF PROGRAM AVAILABILITY AND STUDENT NEEDS IN PART-TIME EDUCATION IN ONTARIO UNIVERSITIES AND RYERSON POLYTECHNICAL INSTITUTE. THIS PHASE OF THE STUDY INTENDS TO REVIEW THE POLICIES AND PRACTICE OF EACH UNIVERSITY WITH REGARD TO PART-TIME EDUCATION.

EACH UNIVERSITY HAS ITS OWN APPROACH TO PART-TIME STUDY INCLUDING DEFINITIONS AND REGULATIONS. WE WOULD LIKE YOU TO RESPOND TO THESE QUESTIONS WITH YOUR PARTICULAR UNDERSTANDING OF PART-TIME STUDY. WE ARE INTERESTED IN BOTH FORMAL POLICIES AND OTHER ISSUES AND OPINIONS. YOUR RESPONSES WILL REMAIN CONFIDENTIAL, YET WILL PROVIDE BASIC INFORMATION FOR FOLLOW-UP INTERVIEWS WITH KEY SPOKESPEOPLE ON PART-TIME EDUCATION, AT YOUR UNIVERSITY.

WE HAVE PURPOSELY STRUCTURED THESE QUESTIONS IN AN OPEN ENDED FORMAT TO ALLOW YOU TO FREELY EXPRESS YOUR OPINIONS AND TO ACCOMODATE THE WIDE VARIETY OF RESPONSES WE EXPECT TO EMERGE.

PLEASE TAKE A FEW MINUTES TO ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AS POSSIBLE AND THEN RETURN THE QUESTIONNAIRE TO THE STUDY'S LIAISON PERSON AT YOUR UNIVERSITY. WE CONSIDER THESE QUESTIONNAIRES A KEY METHOD FOR TRANSMITTING YOUR POLICIES AND OPINIONS TO US AND THE MINISTRY.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

KEY INFORMANT

NAME:

UNIVERSITY:

POSITION:

TELEPHONE #:

1. DOES YOUR UNIVERSITY HAVE A SPECIFIC POLICY RELATED TO PART-TIME EDUCATION? IF SO, WHAT IS IT?

2. DOES THIS POLICY LIMIT THE PARTICIPATION OF PART-TIME STUDENTS IN ANY WAY? DOES IT LIMIT COURSE SELECTION? DOES IT LIMIT PROGRESSION TO DEGREE OR PROFESSIONAL ACCREDITATION? HOW? WHY?

3. ARE THERE OTHER FACTORS WHICH LIMIT OR DEFINE THE PARTICIPATION OF PART-TIME STUDENTS AT THIS UNIVERSITY? (E.G. SCHEDULING, COURSE ROTATION, FACULTY AVAILABILITY)

4. DO ALL ACADEMIC UNITS (FACULTIES OR SCHOOLS) HAVE THE SAME POLICY REGARDING PART-TIME STUDY? HOW DO THEY DIFFER? WHICH DIFFER AND WHY? (FACULTIES, SCHOOLS, ETC. WILL RESPOND IN DETAIL, AS WELL, BUT WE WOULD LIKE A UNIVERSITY-WIDE PERSPECTIVE, IF POSSIBLE).

5. SPECIFICALLY, CAN A STUDENT PURSUE A DEGREE THROUGH PART-TIME STUDY IN ALL FACULTIES AND PROFESSIONAL SCHOOLS, AND IN ALL PROGRAMS?

6. ARE THERE CONCERNS ABOUT PART-TIME EDUCATION IN YOUR RELATIONSHIPS WITH OTHER UNIVERSITIES?

7. COULD YOU DISCUSS THE WAYS IN WHICH PART-TIME EDUCATION FIGURES IN YOUR UNIVERSITY'S LONGER TERM PLANNING WITH REGARD TO EACH OF THE FOLLOWING:

ADMINISTRATIVE STRUCTURE:

INNOVATIVE PROGRAMS:

SCHEDULING VARIATION:

PART-TIME STUDENT NEEDS:

PROMOTING YOUR UNIVERSITY:

LIAISON ACTIVITIES
WITH OTHER BODIES:

FINANCIAL ASSISTANCE:

OTHERS?

8. HOW DOES YOUR UNIVERSITY RELATE TO THE MINISTRY OF COLLEGES AND UNIVERSITIES WITH REGARD TO PART-TIME EDUCATION - IN THE POLICY AREA AND IN THE FINANCIAL AREA?

9. WHAT DO YOU SEE AS THE MAIN ISSUES OR CONCERNS
RELATED TO PART-TIME EDUCATION IN YOUR ACADEMIC
UNIT AND INSTITUTION?

THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE.

PART-TIME EDUCATION

PROGRAM AVAILABILITY AND STUDENT NEEDS
IN ONTARIO UNIVERSITIES AND RYERSON
POLYTECHNICAL INSTITUTE

SURVEY OF ACADEMIC UNIT POLICIES
(FACULTIES, SCHOOLS, ETC.)

PART-TIME EDUCATION

PROGRAM AVAILABILITY AND STUDENT NEEDS IN ONTARIO
UNIVERSITIES AND RYERSON POLYTECHNICAL INSTITUTE

SURVEY OF ACADEMIC UNIT POLICIES (FACULTIES, SCHOOLS,
ETC.)

ON BEHALF OF THE MINISTRY OF COLLEGES AND UNIVERSITIES, THE LEVY-COUGHILIN PARTNERSHIP IS CONDUCTING AN INDEPENDENT RESEARCH STUDY OF PROGRAM AVAILABILITY AND STUDENT NEEDS IN ONTARIO UNIVERSITIES AND RYERSON POLYTECHNICAL INSTITUTE. THIS PHASE OF THE STUDY INTENDS TO REVIEW THE POLICIES AND PRACTICE WITHIN EACH UNIVERSITY WITH REGARD TO PART-TIME EDUCATION.

APPROACHES TO PART-TIME STUDY MAY VARY BETWEEN SCHOOLS OR FACULTIES. WE WOULD LIKE YOU TO RESPOND TO THIS QUESTIONNAIRE WITH YOUR PARTICULAR UNDERSTANDING OF PART-TIME STUDY. WE ARE INTERESTED IN BOTH FORMAL POLICIES AND OTHER ISSUES AND OPINIONS. YOUR RESPONSES WILL REMAIN CONFIDENTIAL YET WILL PROVIDE BASIC INFORMATION FOR FOLLOW-UP INTERVIEWS WITH KEY SPOKESPEOPLE ON PART-TIME EDUCATION, AT YOUR UNIVERSITY.

WE HAVE PURPOSELY STRUCTURED THESE QUESTIONS IN AN OPEN ENDED FORMAT TO ALLOW YOU TO FREELY EXPRESS YOUR OPINIONS AND TO ACCOMMODATE THE WIDE VARIETY OF RESPONSES WE EXPECT TO EMERGE. WE CONSIDER THESE QUESTIONNAIRES A KEY METHOD FOR TRANSMITTING YOUR

POLICIES AND OPINIONS TO US AND THE MINISTRY.

PLEASE TAKE A FEW MINUTES TO ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AS POSSIBLE AND THEN RETURN THE QUESTIONNAIRES TO THE STUDY'S LIAISON PERSON AT YOUR UNIVERSITY. FEEL FREE TO CONTINUE YOUR ANSWERS ON THE REVERSE SIDE OF THE PAGES AND ATTACH OR ENCLOSE ANY ADDITIONAL MATERIAL YOU CONSIDER RELEVANT.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

KEY INFORMANT

NAME:

FACULTY, SCHOOL, ETC.:

UNIVERSITY:

TELEPHONE:

1. DOES YOUR ACADEMIC UNIT HAVE A SPECIFIC POLICY RELATED TO PART-TIME EDUCATION? IF SO, WHAT IS IT?
2. DOES THIS POLICY LIMIT THE PARTICIPATION OF PART-TIME STUDENTS IN ANY WAY? DOES IT LIMIT COURSE SELECTION? DOES IT LIMIT PROGRESSION TO DEGREE OR PROFESSIONAL ACCREDITATION? HOW? WHY?

2. DOES THIS POLICY LIMIT THE PARTICIPATION OF PART-TIME STUDENTS IN ANY WAY? DOES IT LIMIT COURSE SELECTION? DOES IT LIMIT PROGRESSION TO DEGREE OR PROFESSIONAL ACCREDITATION? HOW? WHY?

3. ARE THERE OTHER FACTORS WHICH LIMIT OR DEFINE THE PARTICIPATION OF PART-TIME STUDENTS IN THIS ACADEMIC UNIT? (E.G. SCHEDULING, COURSE ROTATION, FACULTY AVAILABILITY)

4. TO THE BEST OF YOUR KNOWLEDGE, DO ALL ACADEMIC UNITS HAVE THE SAME POLICY REGARDING PART-TIME STUDY? DOES YOURS DIFFER? WHY?

5. SPECIFICALLY, CAN A STUDENT PURSUE A DEGREE THROUGH PART-TIME STUDY IN ALL PROGRAMS IN YOUR ACADEMIC UNIT? IF NOT, IN WHAT PROGRAMS CAN HE/SHE NOT DO THIS AND WHY?

6. WHAT DO YOU SEE AS THE MAIN REASON FOR YOUR POLICY WITH REGARD TO PART-TIME STUDY? WHAT ARE THE ACADEMIC REASONS FOR THIS POLICY?

7. COULD YOU DISCUSS THE WAYS IN WHICH PART-TIME EDUCATION FIGURES IN YOUR ACADEMIC UNIT'S LONGER TERM PLANNING WITH REGARD TO EACH OF THE FOLLOWING:

ADMINISTRATIVE STRUCTURE:

SCHEDULING VARIATION:

PART-TIME STUDENT NEEDS:

PROMOTING YOUR
ACADEMIC UNIT:

LIAISON ACTIVITIES
WITH OTHER BODIES:

FINANCIAL ASSISTANCE
FROM THE UNIVERSITY:

OTHERS?

8. HOW DOES YOUR ACADEMIC UNIT POLICY RELATE TO UNIVERSITY POLICY WITH REGARD TO PART-TIME EDUCATION?

9. WHAT DO YOU SEE AS THE MAIN ISSUE OR CONCERNS
RELATED TO PART-TIME EDUCATION IN YOUR ACADEMIC
UNIT AND INSTITUTION?

THANK YOU FOR YOUR TIME AND ASSISTANCE.

Appendix 3: INTERVIEWS WITH PART-TIME STUDENT ASSOCIATIONS

- a) Student Association Interview
- b) Student Associations Interviewed
- c) COPUS Memorandum

PART-TIME EDUCATION
PROGRAM AVAILABILITY AND
STUDENT NEEDS IN ONTARIO

STUDENT ASSOCIATION INTERVIEWS

NAME _____

ASSOCIATION _____

UNIVERSITY _____

1. DOES YOUR ASSOCIATION HAVE A SPECIFIC POLICY APPROACH IN THE AREA OF PART-TIME STUDY? (IF "PAPER", CAN WE HAVE IT?)
2. DOES THIS APPROACH INCLUDE A DEFINITION OF A "PART-TIME" STUDENT? IF SO, WHAT IS IT?
3. OVERALL, HOW DOES YOUR UNIVERSITY'S POLICY ON PART-TIME EDUCATION RELATE TO STUDENT NEEDS AND WANTS?
4. WHAT IS YOUR OPINION OF THIS UNIVERSITY'S POLICY AND PRACTICE ON PART-TIME STUDENTS? DOES IT LIMIT PART-TIME STUDENT PARTICIPATION IN ANY WAY? (E.G. COURSE SELECTION? PROFESSIONAL ACCREDITATION? PROGRESSION TO DEGREE?) WHY?

5. WHAT OTHER FACTORS LIMIT OR DEFINE PARTICIPATION OF PART-TIME STUDENTS? (E.G. SCHEDULING, COURSE ROTATION, FACULTY ATTITUDE, AND AVAILABILITY)
6. WHAT OTHER ISSUES ARE IMPORTANT FOR PART-TIME STUDENTS? (PROBE: SOCIAL AND PERSONAL, JOB RELATED, FINANCIAL)
7. DOES YOUR ASSOCIATION RELATE TO MINISTRY POLICY IN ANY WAY?
8. OTHER COMMENTS?

Appendix 3:b)

Student Associations Interviewed

Association for Part-Time Undergraduate
Students, University of Toronto

Association for Laurentian Part-Time Students

Atkinson College Students Association,
York University

Continuing Education Students Association
Ryerson Polytechnical Institute

McMaster Association of Part-Time Students

Julian Blackburn College Students Association
Trent University

Organization of Part-Time University
Students, University of Windsor

Canadian Organization of Part-Time
University Students

COPUS - Ontario

Appendix 3:c)

Canadian
Organization of
Part-Time
University
Students

Organisation
Canadienne des
Etudiants
Universitaires
à Temps Partiel

Head Office:
278 Broadway Avenue
Toronto, Ontario
M4P 1V9
(416) 486-1356



MEMO TO: ALL PART-TIME STUDENT ASSOCIATIONS IN ONTARIO

MEMO FROM: CAROL WILSHAW - ONTARIO CO-ORDINATOR

As you will recall in my recent COPUS-ONTARIO NEWSLETTER I mentioned the possibility of an Ontario Caucus in January. The time, the date and the place has been set and I encourage you to make good representation from your university at this very important meeting.

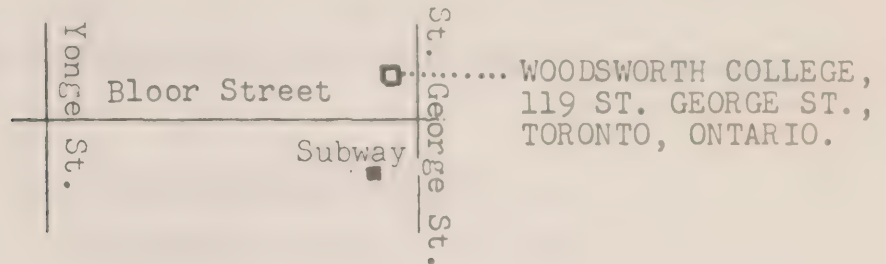
Our meeting will begin at 9:00 am. with the research firm of Levy-Coughlin Partnership. Part-time studies at all levels within your institution will be the order of the day. In order that the availability and accessibility at your university is recorded correctly your presence is a must. Please bring any information that you feel is important to this research project such as: how available are courses, libraries, food services, all undergraduate programmes, post-graduate programmes, etc. to the part-time students on your campus. A knowledge of why and how your student association was established and the services your association offers would be extremely helpful to the researchers. The researchers want to know your perceptions of the gaps and barriers to part-time study and should these gaps and barriers be university policy, changes are apt to be brought about by this study.

The student questionnaire which is being sent to students at all universities in Ontario will be presented in order that you will be knowledgeable of its contents and able to answer questions to students enquiring about the study.

If you have any problems regarding either transportation or accommodation please call the COPUS office - 486-1356 and arrangements will be made.

The WOODSWORTH COLLEGE STUDENTS' ASSOCIATION, University of Toronto is our host. Saturday, January 31, 1981 at 9:00 things will begin.

THIS MEETING IS IMPORTANT TO YOU AND ALL PART-TIME STUDENTS IN ONTARIO. YOUR NEEDS AND CONCERNS WILL BE UNKNOWN UNLESS THEY ARE EXPRESSED TO THE RESEARCHERS.



Appendix 4: INTERVIEWS WITH PROFESSIONAL ASSOCIATIONS

a) Professional Associations Interview

b) Associations Interviewed

Appendix 4:a)

PART-TIME EDUCATION
PROGRAMME AVAILABILITY AND
STUDENT NEEDS IN ONTARIO

PROFESSIONAL ASSOCIATION INTERVIEWS

THE LEVY-COUGH LIN PARTNERSHIP IS CONDUCTING A STUDY FOR THE MINISTRY OF COLLEGES AND UNIVERSITIES ON PART-TIME EDUCATION IN ONTARIO. WE'D LIKE TO DISCUSS THE VIEWS AND POLICIES OF YOUR ASSOCIATION WITH REGARD TO PART-TIME EDUCATION, IN PARTICULAR AROUND ISSUES OF PROGRAMME AVAILABILITY. WE WOULD LIKE TO DISCUSS UNDERGRADUATE, GRADUATE AND CONTINUING EDUCATION. WE ARE INTERESTED IN BOTH FORMAL POLICIES AS WELL AS OTHER OPINIONS OR ISSUES.

NAME _____

ORGANIZATION _____

1. DOES YOUR ORGANIZATION HAVE A SPECIFIC POLICY APPROACH TO THE AREA OF PART-TIME EDUCATION? (PROBE: IF SO, WHAT IS IT? IF "PAPER", CAN WE HAVE IT?) ARE THERE DIFFERING APPROACHES TO UNDERGRADUATE, GRADUATE AND CONTINUING EDUCATION?
2. DOES THE APPROACH INCLUDE A SPECIFIC DEFINITION OF "PART-TIME" STUDENT? IF SO, WHAT IS IT?
3. DOES THIS POLICY LIMIT THE PARTICIPATION OF PART-TIME STUDENTS IN ANY WAY? IF SO, WHY? (E.G. LIMIT PROGRESSION TO DEGREE OR PROFESSIONAL ACCREDITATION?)
4. IN WHAT WAY DOES THIS POLICY RELATE TO THE PROFESSIONAL NATURE OF THE EDUCATION? (I.E. WHAT ARE THE "PRACTICAL" REASONS FOR THIS POLICY?)

5. WHAT IS YOUR OPINION OF THE WAY YOUR PROFESSION IS EDUCATED IN ONTARIO UNIVERSITIES?
6. IN WHAT WAY DOES PART-TIME EDUCATION FIGURE IN YOUR ASSOCIATION'S LONGER TERM PLANNING? (PROBE: CHANGING DEMOGRAPHICS AND NEEDS OF THE STUDENT POPULATION? CHANGING NEEDS OF THE PROFESSION? OF SOCIETY? PLANS FOR MANDATORY OR VOLUNTARY CONTINUING EDUCATION?)
7. HOW DOES YOUR ASSOCIATION RELATE TO UNIVERSITY POLICY?
8. ANY OTHER COMMENTS?

Appendix 4:b) Professional Associations Interviewed

Association of Professional Engineers of
the Province of Ontario

Law Society of Upper Canada

Ontario Dental Association

Ontario Medical Association

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